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ABSTRACT

The initial conceptualization and subsequent development of the Effective Schools Pilot Project in the Kansas City (Missouri) Public Schools is described in this paper. Five K-6 schools and one school containing a kindergarten and grades 5 and 6 were the locus for the project that involved school-site teams working in collaboration with both central office personnel and consultants from outside the district to develop a plan based on the school improvement literature. Six components were identified in the project's scope of activity: (1) curriculum alignment, (2) instruction, (3) leadership, (4) expectations, (5) school climate, and (6) parent involvement. The goals guiding the project were based on a broad objective to improve opportunities for academic success for students in project schools. Project development is described in month-by-month detail. Important factors distinguishing this project from others that had been attempted in the district were the interest of the superintendent and the facts that the intervention was planned by the school site personnel, directed by the district, and based on both site generated data and the literature on school improvement. Accompanying the text are a four-page bibliography, tables that profile the selected schools and summarize the school improvement survey, and five pages of project information material. (MLF)

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Creating Effective Schools:

Moving from Theory to Practice

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Creating Effective Schools: Moving from
Theory to Practice

I. Introduction

Even before we began to mount this Effective Schools Project, we understood that it would be a difficult and complex task with no guarantee of success. We also knew that as we moved from university to school district employees, that this would cause problems for district personnel around issues such as role, style, and legitimacy (e.g., "here come more university people to tell us how to do things..."). This change also presented a different set of demands on our time and challenges to our expertise! A year later, with some modesty, it is fair to conclude that both of us have largely overcome the difficulties of transition (e.g., district personnel now do not perceive us as a threat to the institutions, but rather as persons serious and committed to school improvement, who are actively seeking out ways to work cooperatively within a setting that encourages shared decision making). Moreover, we can report on a project that in a few months has grown into a recognizable entity, with a robustness that suggests it might well deliver on it targeted outcomes.

Before getting too specific about the current status of the project, we believe that important insight can be gained by detailing (a) how the project was conceptualized and (b) how the project was staged within the district. At the outset of this project last June, we were willing to wager at least $1.00 that how the project was developed and presented, both within the district but especially to schools, was important to subsequent success: especially since an Effective Schools Project would require teachers and administrators to change both their attitudes and behaviors. Close to a year later, we are convinced that this staging period is a critical factor in successful program implementation: we would be willing to double our initial wager!

At least four separate activities fueled the preconception discussions of the Effective Schools Pilot project (ESPP) in the Kansas City School District. First, the authors discussed at length their understanding of the early effective schools research and resultant literature (e.g., Austin, 1978 and 1979; Averch et al., 1972; Brookover et al., 1978; Brookover et al., 1979; Brookover and Lezotte, 1979; Brookover and Schneider, 1975; California State Department of Education, 1980; Edmonds, 1979 and 1981; Klitgaard and Hall, 1974; New York State Department of Education, 1974 and 1976; Rutter et al., 1979; Spartz, 1977; Weber, 1971). In this work, researchers were attempting to locate "unusually effective" schools, typically urban elementary schools showing high or improving scores in reading and/or math achievement, in order to identify how they differed from schools with similar characteristics but the more typical low achievement scores. This comparison of mean achievement scores in reading and/or math in selected "outlier" schools generated lists of components said to distinguish effective from ineffective schools. While these lists differed somewhat from study to study, there was considerable overlap. The case was subsequently made for transporting these newly identified components of effective schools to the remaining ineffective schools. In short, it was argued that schools could be improved by implementing the five most popular (Edmonds) components: strong leadership; high expectations; orderly climate; emphasis on basic skills; monitoring of student progress.

We recognized the limitations of this early work, especially with respect to its methodological weaknesses and its failure to specify (a) definitions of the components, (b) how the components are interrelated, (c) how effective schools became effective, and (d) how the components of effective schools might best be transported to ineffective schools. We had read and

contributed to the literature seeking to extend this early work (e.g., Cuban, 1983; Firestone and Herriott, 1982; Frechtling, 1982; MacKenzie, 1983; Pink, 1983 and 1984; Purkey and Smith, 1983 and 1984 ; Ralph and Fennessey, 1983; Rowan et al., 1983; Tomlinson, 1982).

Second, we engaged in extensive analysis and synthesis of several different but related literatures to flesh out what might be the best practices in the areas of instruction, school and classroom level organization, leadership, staff development, and school change (e.g., Bossert et al., 1982; Brookover et al., 1979; Brophy and Evertson, 1981; Cooper and Good, 1983; Dreeban, 1973; Goodlad, 1984; Hargreaves, 1967 and 1975; Joyce and Weil, 1980; Karweit, 1982; Little, 1981; Lortie, 1975; Mann, 1978; Mehan, 1979; Metz, 1978; Meyer and Rowan, 1978; Pink, 1977 and 1982; Pink and Leibert, 1984; Rist, 1970 and 1978; Rosenshine, 1976; Rutter et al., 1979; Sarason, 1971; Showers, 1983; Slavin, 1983; Stallings, 1981; Weick, 1976; Weinshank, 1983; Willis, 1977; Wolcott, 1977). Our focusing question was (a) what specific practices within the range of components identified by the Effective Schools literature can be supported by data as effective, (b) what skills do administrators and teachers need to successfully execute these practices, and (c) how can these skills be delivered so that they become institutionalized into the fabric of the school?

Third, we examined the literature on first generation Effective School Projects. In particular, we wanted to know what had happened (process) and with what impact (outcomes) in the major interventions in New York (SIP), Milwaukee (RISE) and St. Louis (SHAL). This literature helped us understand the relationship between the Effective Schools research findings and both the content and process of projects purportedly based on those findings (e.g., Clark and McCarthy, 1983; Edmonds, 1982; Eubanks and Levine, 1983; Fruchter, 1982;

Gross, 1982; McCarthy et al., 1981; McCormack-Larkin and Kritek, 1982; Miles et al., 1983; Project RISE, 1982; Project SHAL, 1982).

Fourth, we met with scholars and practitioners working with effective schools projects or similar school improvement efforts to "check out" our own understanding of (a) the theoretical underpinnings of projects (e.g., how they used the literature to form the projects), (b) the ways in which projects were managed (e.g., central office involvement vs. site autonomy), and (c) the ways projects used data for both formative and summative evaluation. We also spent much time talking with people trying to clarify and extend the literature on school effectiveness.

But we are getting ahead of our story. Let us turn back the pages of the book and return to the start of the story for the Kansas City School District. While the cast of characters necessarily changes over time, we can learn much about the project by beginning with "... once upon a time in a large city in the midwest..."

II. The Genesis of the Project: Roots and Discontinuous Conceptualization.

In developing an analysis of the implementation of the Kansas City, Missouri Effective Schools Pilot Project, beginning in July, 1983, we are sensitive to an important aspect of the change process. Namely, that innovations in school districts do not simply start on a precise day, void of history. There are antecedents. There are periods of intense activity and calm during this time of gestation. During the early weeks of this study, we observed the emergence of a set of guiding principles that seemed to be loosely connected to earlier activities in the district. In discussions with district employees, we heard them talking about effective schools ideas; however, there was no evidence of action toward implementing findings from the research.

Administrators and teachers in the district had been generally examining the effective schools movement for some time. As early as August, 1981 the central office administration began talking about effective schools research. The former Director of Evaluation and Research recommended in a memorandum to the Superintendent (who has since left the district):

> "I would strongly suggest that you bring in for a visit Ron Edmonds who has developed a training program to train principals and teachers."

The memorandum explains that Edmonds' training program is based on recommendations derived from his research in urban schools.

> "His (Edmonds') research defined effective schools as those "schools which were able to provide effective learning of the basic skills which children used to further learning to all socio-economic levels in those schools."

The memorandum ends with the recommendation that the district pursue implementing school improvement activities based on Edmonds' research.

> "My estimation is that this program is practical, simple, not too costly, and could be a winner for us."

While this view is perhaps overly optimistic in its evaluation of the simplicity of school improvement, nevertheless it signals that some thought was being given to mounting some form of intervention based on the effective schools research.

Although no formal project was initiated based on this recommendation, sporadic effective schools activities emerged between August of 1981 and August 1983. In the fall of 1981, teachers and administrators from twelve schools participated in four related effective schools workshops sponsored jointly by Avila College/Kansas City, Missouri School District Teacher Corps Project and

the Mid-Continent Regional Education Laboratory. The purpose of these workshops was to present the findings on effective schools drawn from a broad base of effective schooling research. Three basic bodies of research were examined - instruction and teaching, schoolwide improvement and assessment, and curriculum. The intended outcome of these consecutive workshops was to guide leadership teams at schools to implement findings from the research in their schools. There was no organized follow-up plan for support developed by the district for this initiative and no evaluation of the degree to which workshop content found its way into these twelve buildings.

On two different occasions (October 1982 and March 1983) district personnel joined faculty from the College of Education at the University of Missouri-Kansas City in visits to schools implementing effective schools projects. Teams visited Milwaukee, Chicago, St. Louis, New York City, and Los Angeles. The purpose of these visits was to provide a forum for district principals and central office administrators to discuss implementation strategies and activities with persons in schools operating effective schools projects. A number of issues were raised and discussed relative to effective schools: staff development time, facilitation and coordination, administrative and instructional support, start-up and planning time, school selection, and project focus.

One important outcome of the visits to selected projects in large urban districts was the creation by the Superintendent of an administrative task force to develop an effective schools project in Kasnas City. Membership was drawn both from district personnel and UMKC faculty. This task force was convened during the middle of the 1982-83 school year and got as far as developing a definition of an effective elementary school. The definition,

based largely on the work of Edmonds, contained seven key components: (1) achievement, (2) mastery, (3) communication of common academic goals, (4) parent involvement, (5) learning environment with high expectations, (6) orderly climate, and (7) strong leadership.

The Emergence of a Project: Content and Process

In April 1983, Dr. John A. Minor, Jr. was promoted from Acting Superintendent to Superintendent. During the months of April, May and June, development of effective schools activities was put on hold to allow him to develop district goals, objectives, and essential priorities. In late June, the Superinterdent identified a list of ten priorities that included the development of an effective elementary schools project.

During the month of July, two groups, one district-based and the other university-based, began work to establish a long-term project in selected schools. A team from the University of Missouri-Kansas City contracted principals in five elementary schools and invited them to participate in a project. This "unofficial" invitation was not communicated to district administrators until after the invitations were made.[1]

Concurrently, the district team, under the direction of the Superintendent, established a preliminary planning team that included the two elementary program directors, the coordinator of planning for elementary schools, and the two authors (senior research/evaluator and special assistant for staff development. As a result of these two uncoordinated initiatives to mount a project within the district, the Superintendent made two important organizational decisions which were critical to the eventual development of the project: (1) the creation of both a district project Steering Committee and a community project Advisory Committee, and (2) the directive that school

selection would be quasi-voluntary. Based on recommendations by the program directors and subsequent discussion by the Steering Committee, six schools were invited to participate in the program with the understanding that school faculties would make the final decision regarding their school's participation.

In late July, at a meeting to consolidate the initiatives of both the university team and the district team, an agreement was finalized that (a) district and university personnel would serve on both the Steering Committee and the Advisory Committee, and (b) that management of the project would be carried out by the district.

During the first week of August, the Steering Committee met at length and identified components of the project. Initial discussion focused on the outcomes of an effective schools project. The Steering Committee began by reviewing the definition prepared by the task force earlier in the year. There were differing views regarding this definition and project focus. Some persons on the Committee preferred to focus project activities on achievement outcomes only, while others favored targeting a more expanded set of outcomes that included achievement, examination of process and implementation variables, as well as effects on school climate and student-faculty relationships. The committee did agree, however, that several components were essential to project development, i.e., instruction, climate, expectations, assessment/monitoring, curriculum alignment and parent involvement. Three strands of work were laid out (a) definition of each component, (b) assessment of the presence of each component in selected schools, and (c) improvement practices and behaviors. A draft of these ideas was prepared for presentation at the upcoming meeting of the Advisory Committee.

On August 10, the Steering Committee met with the Advisory Committee

for a one day meeting. The Advisory Committee, composed of researchers, developers, inservice leaders, teachers, principals, and community representatives was charged with three tasks: reviewing, reacting, recommending. Serving as an expert panel, the Advisory Committee listened to the general scope of the project and provided a range of comments regarding project outcomes, structure of the project, implementation strategies, resources, assessment and monitoring processes.

This joint meeting of the Steering and Advisory Committees was a significant event in the development of what is now the Effective Schools Pilot Project (ESPP). It provided a forum where persons who had been examining the effective schools movement in the district for a long time could discuss fundamental issues with key experts regarding the content, organization and implementation of school improvement efforts nationwide that were based on effective schools research.

Principles to Guide the Development of the ESPP

The rich mix of suggestions and ideas exchanged in the meeting of the Advisory and Steering Committees formed the critical mass from which key principles were extracted that have guided the subsequent activities of the project. The following ideas formed the foundation for the early decision-making about both the form and substance of the project:

1. District Priority: Establishing an effectice schools project should be a priority of the district, based on the Superintendent's instructional goals and objectives. This level of interest/commitment should be reinforced by the involvement of the Superintendent throughout the life of the project. Visibility and enthusiasm of top line personnel is essential.

   Providing assurances of the district's long term commitment to the project is essential: recognizing the special status of pilot schools re. dispensations can prove helpful.

2. Project Directed by District: Building the district's capacity to affect school improvement is a key factor. Essential that schools be involved in decision making and that the project is directed by district rather than external agency.

3. Time: Timelines for generating site plans and conducting staff development should be aligned with school-level and district-wide schedules. Imposing training and materials too quickly may contribute to anxiety and frustration of teachers and administrators. Essential to provide opportunities for (a) "coming to understand" the project, and (b) planning for change.

4. Participation: Decisions regarding joining the project should involve the entire staff, both teachers and administrators. Site planning and staff development that place teachers and administrators in an active role provide a context for generating commitment and support.

5. Collaboration/Ownership: Planning for and implementing the project should be collaborative activities. Key district administrators responsible for program planning, instructional improvement and program monitoring should be actively involved in discussions with the school site leadership. In this way, ownership for decisions increases commitment to the project. In addition, the involvement of university personnel, regional research agencies and state department personnel in these discussions can be helpful in shaping the project based on "best practices".

6. Research Based: Effective schools projects should base planning and implementation on current knowledge of effective practices. Bringing in "best" practice should be accompanied by rigorous assessment.

7. Assessment: There should be two levels of assessment. First, there should be continuous assessment of the implementation activities: the emphasis here is in documenting what is happening at each site. These formative data are fed back to the site to assist in shaping subsequent activities. Second, there should be assessment of the outcome factors: in short, summative evaluation. It should be emphasized that outcomes should be conceptualized as something broader than mean achievement for Reading and Math. Such multiple assessment activities will provide a broad base for subsequent planning and decision making.

8. Planning: Planning should be related to assessment. Data are used to guide practice that is conceptualized in school site plans. The focus of activities is derived from the project components, specific activities are generated from analysis of assessment data.

9. Focus: Essential that the project talk in concrete and specific terms about the content of the project and the ways to implement that content. Attention should be given to translating the theory into practice. Time well spent, initially, in ensuring that participants understand what is meant by the term effective school and what will be expected of them if they chose to join the project.

10. Staff Development/Training Components: Staff development is essential to successfully implementing a project. Most effective if teachers and administrators can be released during the day for staff development. Programs using substitutes or regular early release are the best models for freeing teachers. Such training should be continuous and focused. The best model would seem to be based on (a) telling/understanding/using research evidence, (b) demonstrating/modeling, (c) practice, (d) feedback and adaption, (e) coaching, and (f) periodic review.

11. Rewards and Status: Important to develop ways of rewarding participants for engaging in planning/new behaviors. Activities such as dinner meetings and retreats would appear to be useful: association with successful project potentially greater reward than extra monies for committee activity.

12. External Funding: Mounting projects aimed at school improvement in urban districts is costly. Efforts should be made to secure external funding to assist in supporting a long-term commitment to school improvement: this might involve support for consultants, assessment, materials, staff development, and travel.

III. The Recent History of the Project: Conceptualization, Planning for Planning, Planning and Launching

Our collective understanding of the complexity of mounting an innovation in schools and our commitment to the guiding principles (although not precisely articulated at the time) led us to the decision to plan for introducing the Effective Schools Pilot Project (ESPP) to targeted schools.

Most important in this planning were (a) drafting the goals, components, staff development, and evaluation of the project based, in part, on the recommendations of the Advisory Committee, (b) providing adequate time to discuss the content and implications of the project with the building leadership, and (c) giving teachers at the buildings sufficient information so that a vote to join the project was a reasoned decision. During this period of staging and launching the project, a number of events took place. We will present those events in chronological order. This will be followed by a section highlighting the most critical events as we presently read the evolution of the project.

August

In mid-August the Steering Committee prepared the initial, brief description of the project's scope, goals, components and implementation approach, including evaluation methods. This project framework reflected the priorities of the Superintendent and the recommendations of the Advisory and Steering Committees. Six components were identified in the project's scope of activity: (1) curriculum alignment, (2) instruction, (3) leadership, (4) expectations, (5) school climate and (6) parent involvement. The goals guiding the project were based on a broad objective to improve opportunities for academic success for students in project schools. Specific goal statements were:

1. To increase participants' knowledge of effective schools characteristics and practices, and the research upon which they are based.
2. To develop participants' skills so they can examine their classrooms and buildings in relation to effective schooling characteristics.
3. To develop strategies consistent with research findings that will help participants implement and practice effective school activities.
4. To develop a participant's capacity to continually monitor and assess the effect of effective school intervention and practices.

At this same meeting of the Steering Committee, the following six criteria were finalized for selecting elementary schools to be invited to join the project:

1. Schools must be K-6
2. Schools must be Chapter I eligible
3. Schools must have low mean achievement scores using ITBS
4. Schools must be geographically dispersed throughout the nine clusters
5. Schools must have indicated an interest in school improvement similar to effective schools literature in yearly site plans
6. Schools must demonstrate the interest of teachers and principal in joining the project.

Six schools were then "selected" using these criteria, and the Directors of Elementary Education directed to invite the principals to a meeting to be called the first week they report for duty.[2]

During the last week of August, before students were in the buildings, the Superintendent convened a meeting of the Effective Schools Steering Committee and the principals of the six schools screened as potential project sites. (See Table 1.)[3] After a few introductory words from the Superintendent, focusing on the place of this project in his priorities for the 1983-84 school year and his own commitment to raising student achievement in the district, the three-hour meeting covered the following five items:

(a) a presentation to the principals of the form and substance of the project: four areas received the most attention.

- the meaning and interrelatedness of the six program components. The relationship of the components to the literature on school improvement,
- the range of support (time, personnel, material) available to each building for implementing the project,
- the plan for ongoing assessment/monitoring of the project: formative data planned on a number of elements that would be fed back to each building to fine tune the project,

- the relationship between the program components and the site plans previously prepared by the buildings: it was emphasized that this was not an add-on project, but a project which assisted the buildings to realize their previously developed objectives for school improvement.

(b) a discussion of the importance of building leadership to successful program intervention. It was emphasized that principals must believe in a project and be active in implementing it for the project to be successful: in short, principals were told that they have to be committed to the form and content of the project before the project went into their school. Without principals "buying in", the invitation to join the project would be withdrawn.

(c) a discussion of the importance of teacher ownership of the project for successful implementation. It was stated that at least 75% of the faculty must want the project in the building before the project went into the building. The concept of collaborative decision making was reiterated: the project philosophy is grounded in notions of faculty collectively planning for school improvement.

(d) an extended period for discussion was provided. Questions about special status, additional monies and faculty, and higher achievement expectations surfaced. Principals were also concerned about the potential for higher visibility for their behavior.

(e) a discussion of the time frame for principals indicating their interest and possible strategies for informing faculty of the availability of the project.

This meeting was a success on several levels. Principals expressed considerable gratitude for being invited; they welcomed the opportunity to discuss (professionally) issues related to school improvement and left with a charge to indicate within a week their interest in proceding with the project. The Superintendent was "extremely encouraged" by the level of involvement of the principals and the thoroughness of the presentation. The Directors of Elementary Education left the meeting excited with the possibilities of the

project (a) delivering on the notion of wider participation in school site planning and (b) assisting principals exert leadership in instruction and program improvement. The university representatives were happier because (at last!) the project seemed to be moving forward and they could begin to articulate a role for themselves. Finally, those of us directing the project from the central office were happy because all of the other participants at the meeting not only heard the same "message", but also heard the same questions raised by the principals. The outcome was movement toward an understanding and consensus that (a) the project existed, (b) the project has content, (c) the project has a time line and a plan vis-a-vis the process for implementation, (d) the project would be directed and monitored by district personnel, and last, but certainly not least, (e) the project had a high priority with the Superintendent and Project Staff, and was viewed as a three- to five-year commitment re. "results".

September

While several individuals worked throughout September on various aspects of the project, the following major meetings were staged:

(a) the Steering Committee met twice to debrief on the August meeting with principals, firm up the project components, approve who would develop materials to be distributed to principals and circulated at the upcoming meeting of the Advisory Committee, and form a site visitation team.

At the first meeting they learned that one of the six principals withdrew their school on the grounds that too many new demands were being placed in the building that year (e.g., entering Curriculum Alignment and CMLRP, and initiating the Instructional Assistant position).[4] The remaining five principals had indicated a strong interest in keeping their buildings eligible for inclusion in the project.

(b) a sub-committee of the Steering Committee met to discuss the final form of the evaluation strategy for the project. Working from a draft prepared by the first author, minor modifications were made resulting in a plan that utilized a pre-post control group design and a combination of questionnaires, interviews, observations, and standardized tests to address four major questions:

(i) What impact did the intervention have on a range of key outcome factors?

- student achievement (e.g., grade level means and quartile shifts)
- project components, i.e., curriculum, instruction, leadership, expectations, climate, parental involvement
- school demographics, i.e., absences, tardies, referrals, suspensions, vandalism
- student affect about self and the school
- faculty affect about self and the school

(ii) What are the perceptions of the various actors about the intervention content?

(iii) To what extent is the intervention content reflected in the organization of the school and implemented in the classrooms?

(iv) What are the perceptions of the various actors about the intervention process?

In addition, the model is grounded in the notion of providing assessment data directly to schools to guide decision making: thus data on the current status of the school (e.g., implementation of districtwide emphasis on curriculum alignment) is made available throughout the year. (See portfolio of data collected for project retreat.)

October

October became a busy month. At the request of principals, a moratorium on involving faculty either in decision making or staff development was honored. Principals argued persuasively that this year had placed unusually heavy demands on both administration and faculty, thus they wanted September for getting school off running smoothly (e.g., new Chapter I "pullout" regulations had complicated scheduling; new demands concerning curriculum alignment, especially in reading; new CMLRP starts; new PAR and

MAR Chapter I intervention rooms; and new Instructional Assistants were mentioned most frequently).

Early in October, three hour visits were scheduled at each of the five potential sites. The visitation team consisted of key district people from staff development, evaluation and planning, the appropriate Director of Elementary Education, and a representative from UMKC. The principals were asked to invite their Instructional Assistant. The goals of the meeting were to (a) exchange information about the project prior to seeking a vote of the faculty, (b) detail expectations of both site and central office personnel following a positive vote to become a project school, and (c) gather information about the site.

In each case the principal was invited to open the session by describing the content of the school site plan for school improvement and to relate this to the components of the project. In this way, a connection between what the school had planned to do and what the project could offer was made. The sessions were designed to be low key and largely fact-finding: we learned much about (a) the principals' grasp of the Effective Schools literature and elements of program intervention, (b) the principals' style of leadership and past involvement in instruction, (c) the ethos or ambiance of the building, (d) the expectations principals had for student and faculty behavior/success, (e) the seriousness with which principals had prepared for this meeting, and (f) the working relationship principals had forged with the Instructional Assistant during the first month of school.

The meetings ended with three clear understandings. First, that the principal either is presently comfortable with their knowledge about the project, or would seek out additional information, so that they could go forward and

present the project to the faculty for a vote. Second, that such a vote would be taken within one week of this meeting and the results communicated to the central office. Third, that all the faculty of interested schools attend a half-day orientation during an upcoming faculty inservice day on October 17.

Some general observations of these meetings might be helpful here. While they were generally informal and good natured in form, they did not reveal settings that seemed ready and willing to leap into activities focusing on school improvement: most principals were sensitive to the fact that joining might be seen as a recognition that their buildings (and therefore they) were "less than effective", or that they "were in the most need of help..." With some variations between buildings, the following five elements were at play during these site visits:

(a) principals displayed a poor understanding of the substance of the project components, and of the concept of nested factors in school improvement. Regardless of the materials they had been given to read and the extended discussions about effective schools, principals had internalized little and seemed reluctant to engage in discussion about this view of schooling affecting them either as building leaders or their buildings.

(b) principals displayed a poor understanding of the process to be employed in mounting the project, Their experience was with top-down "lay-on" programs: programs that "came and went" with some predictability. As we talked about building site capacity for collaborative decision making, making choices between interventions based on site specific data, and the building leadership managing and monitoring the project, principals frequently tried to bring the conversation back to more "concrete things over which I have direct control" (e.g., "discipline policy","doing something about absences", "finding books for every student".)

(c) It was not clear if the principals were "buying in" because they wanted to improve their schools and they saw the Effective Schools Project as the best way to realize this goal, or if the presence of their Director at the briefing sessions influenced their view... as one principal said, "we are going

to do this stuff anyway, we might as well get all this free help..." There were certainly risks in joining the project; there was an expectation that things would be done differently. In many ways, however, one could argue that it was a harder decision to drop out (as one of the six schools had done).

(d) throughout the meetings there was a level of exchange which indicated that the principals were not serious about the project. This, we learned later, was a function of the short-lived nature of previous "central office programs." Principals were seeing this as just another project. The word play between principal and Director concerning lack of commitment (both conceptually and resource-wise) was missed by the authors who were new to the district and very committed to going forward with a three to five year concerted effort to improve schools.

As a consequence of this attitude, principals seemed unwilling to invest much energy in preparing for the project (e.g. several brought no notes or a copy of their site plan to the meeting). Conversation revealed that very little thought had been given to thinking through how the project might help shape school improvement in their buildings.

(e) In general, principals saw the project as providing "something for nothing". Principals talked about getting additional monies, people, and materials. Their major concerns centered around (a) obtaining special status that would permit them to have rules different from district-approved rules, and (b) jumping to the head of the line for building repairs and equipment. It was evident at this point that principals had not internalized the need for changes in administrative attitudes and behaviors before schools can be improved.

All five schools voted overwhelmingly to join the project: response rates were running into the 90% range at all five buildings. The faculty from all five buildings attended a half-day orientation session (October 17) held at one of the project sites. The agenda for the session (see Figure 1) provided for (a) telling the faculties about the project and the expectations project leaders would have of them, (b) an opportunity for faculties to see and hear project leaders, (c) time for individual faculties to talk to each other about their building and the meaning of the project for them, (d) an opportunity to reflect about instructional and organizational practices by

providing information on reading, and (e) a time for sharing building concerns about school improvement. The content and process of the project were well received (see Figure 2), faculties seemed genuinely interested in hearing more about the project as the planning and staff development phases were projected to begin. The presence of the Superintendent and the two Directors of Elementary Education provided both symbolic and visual evidence that the project was "real" and had a high priority from "downtown".

Late in October, the Steering Committee met to:

(a) review the events of October,
(b) receive a report of analysis of data gathered on October 17 on the status of reading in the project schools,
(c) review resources, both internal and external, presently committed to the project,
(d) plan for the upcoming Advisory Committee Meeting,
(e) finalize arrangements for a visit from John Ervin of the Danforth Foundation,
(f) consider a request from a Director that we add a school to the project. Members had informally discussed the advisability of adding a school that was K, 5 and 6 at this late date. Discussion here centered around the potential differences in needs between a K-6 and a K, 5 and 6 building. The issue was resolved by agreeing to analyze the project from a 5+1 perspective. The school principals and staff were to be approached in the same way as the other five buildings.

November

November saw the project moving forward on a number of fronts simultaneously. The substantive content of the project was further refined, different groups met to shape the staff development "package", staff development was offered, and assessment activities were begun. In chronological order and some detail, the following events took place:

(a) On November 1, Dr. John Ervin from the Danforth Foundation spent a day in the district as a resource person. He has s been the contact person in the Foundation for the St. Louis

SHAL project. In addition to meeting with several key central office and State Department people, Dr. Ervin attended two meetings:

- a meeting with the project Steering Committee and several members of the Advisory Committee. Here, the topics were detailing our project, the current status of implementation, plans for the remainder of the year, and the possible link between Danforth and the Kansas City Project.
- a meeting with the six project principals. Instructional Assistants, and one teacher from each building: Steering Committee members were also invited. The agenda here was to discuss with Dr. Ervin the way to mount a school improvement effort. He stressed in particular, the process used by St. Louis in involving Ron Edmonds, the Edmonds model, and a year planning to develop school site planning for school improvement in the following year. He emphasized the importance of personal ownership of the plan and intended outcomes by both administration and teachers.

(b) During the week of November 1, a team of two reading specialists from UMKC conducted interviews/observations in all six project sites. The focus was on organizational arrangements and teaching strategies for reading. They also attempted to establish the degree to which the district's mandate on curriculum alignment had been operationalized in these buildings.

(c) Authors visited Milwaukee Public Schools (RISE) and Wisconsin Center for Educational Research. Here, information was gained about the RISE project (e.g., staging, implementation, funding, staff development, evaluation and future plans) and discussions concerning the status of intervention and evaluation nationally (e.g., "best" intervention models and instrumentation for measuring change).

(d) a full day meeting was held (November 8) for principals and Instructional Assistants with key Steering Committee members and four resource persons from UMKC. Consistent with the project goals, the session had the following agenda:

- overview of the objectives of the project and resources presently available (see Figure 4), and the format for the session
- view the ASCD video tape on effective schools
- presentation of school site assessment of the status of reading/curriculum alignment
- school team assessment of "status of own building"
- cross-school sharing (Fish Bowl)
- school team planning for implementation
- cross-school sharing of implementation plan

The intent was to have several people sharing information and to encourage the active participation of the building leadership; by coming to understand the research and apply it to their building, it was reasoned that central office staff and other facilitators could assist the buildings in integrating the best research into their site plans. We found, however, that the building leadership had neither a clear understanding of what an effective school was (or should be), nor a clear understanding about how to develop a staff development/implementation strategy based on the effective schools components.[5] The result was a session filled with frustration and some hostility (see section headed Critical Events in the Evolution of a project, page 30).

(e) A meeting was held on November 9 of the Advisory and Steering Committees together with invited guests (we took this opportunity to invite several key line administrators so they could be informed about the project). After the usual pleasantries and introductions, the meeting addressed the following issues:

- reviewing the development of the project to date. It was emphasized that the components, delivery system and evaluation framework had been tightened down: all as a result of visiting other projects/talking to both practitioners and researchers (some on the Advisory Committee), gathering data on the current status of project schools, and meeting the leadership cadre from each building.
- comments were solicited concerning the information that was presented. We were especially interested in feedback on our "staging" activities, instructional alternatives for low achieving urban youth, staff developemnt strategy, and evaluation strategy.
- suggestions about available (low cost) resources were solicited. Our major interests here were answers to the question "What is the best practice(s), supported by research, within each of the project components and how should it be implemented with the highest probability of becoming institutionalized in our six buidlings?"

The meeting was lively and the discussion wide ranging. The project was commended for "staging" sensibly and for tieing the notion of school improvement to site planning that was based on individual needs assessment. Several good suggestions for further improvements were made (e.g., reducing Chapter I pull-outs, developing a system that rewards administrators/teachers for extra effort of planning and school change, and tightening down notions of grade level activities focusing on alignment of the curriculum in reading), as well as offers of assistance in mounting staff development (both fiscal and human resources were offered).

- A workshop on Academic Learning Time (ALT) was held November 11: The concept of ALT has been discussed at several meetings with the site leadership. Buildings were invited to send their IA(s) and teachers (in teams of two) if they saw ALT as potentially beneficial to their school improvement efforts. All schools were represented at the workshop: teams ranged from one to three per school. Susan Everson of McCREL conducted the workshop. At this three hour session the concept was introduced, coding forms presented and teams charged to get in several practice sessions prior to reconvening.

  A second three hour session was held on November 21. Here, Dr. Everson fielded questions about coding ALT. The charge to teams was to complete a minimum of five observations prior to our next meeting on January 9 (where instruction on computation would be given).

- An introductory, after school, workshop in Teacher Expectations Student Achievement (TESA) was held November 21: expectations is a project component, the relationship between teacher/administrator expectations for student achievement and for each other had been discussed on several occasions. Schools were invited to attend a two hour workshop to introduce TESA: administrators and teachers were invited, no obligation. Presented by Dr. Tony Codianni, Midwest Race and Desegregation Assistance Center, Kansas State University, the session introduced the TESA concept and the notion of peer observation/feedback. Schools were invited to commit themselves to five four-hour (no cost) dinner meetings to begin in February. Multiples of fives accepted.

  All schools were interested in receiving the training (four schools subsequently sent two teams each, which included principal and IA; two schools sent one team each, which included the IA(s) but not the principals).

December

The emphasis in December was on providing more information for the buildings to consider as they thought about how to integrate the project into their site plans for the 1984-85 school year, planning for leadership development, and setting up data gathering to inform decision making. Four major events were staged during this period: we were, however, conscious that this was a festive time in elementary buildings!

(a) An invited team of administrators, teachers and parents from Los Angeles made a special presentation to project principals and IA's on doing curriculum alignment (December 1). The focus here was on defining alignment (Kansas City has adopted the same model as Los Angeles) and talking through what activities/management occurred in buildings attempting to align instruction with objectives and assessment.

(b) A two-hour session for principals and IA's was held for leadership planning (December 6). Four agenda items were most important:

- a review of the project development and the plan to offer staff development in each of the project components (e.g., workshop on Curriculum Alignment, ALT in instruction, TESA in expectations). This was an effort to focus on the "big picture..."
- introduction to the School Improvement Survey (SIS) developed by McCREL that had been selected as the best instrument for giving data on administrator and teacher preceptions about the current status of the school across the project components. (See Section on Retreat, Page 26 .) The instrument was discussed and schools invited to use it is they thought it helpful. All six buildings requested the survey: dates for administering were set up.
- preliminary discussion for a mid-year leadership retreat: the goal was to provide a concentrated focus on developing school plans consistent with the literature and site based needs assessment. All schools requested the retreat: February 3-6 were inked in as the dates for this meeting.
- discussion about the management/coordination of regular and special programming: the central concern was integrating the total program/making <u>all</u> classrooms a part of school improvement efforts. Issues concerning Chapter I PAR/MAR intervention rooms, and the special education classrooms, were the major focus. It was resolved to pursue the possibility of eliminating "pull-outs" and to engage both Chapter I and special education leadership in future discussions about the project.

(c) Data were gathered from teachers and administrators using the SIS in both project and matched control schools. (See the section on the Retreat, page 26 .)

(d) Dr. Tom Good, University of Missouri-Columbia, gave a two-hour presentation to principals concerning the research on effective classroom instruction in mathematics. In addition, he introduced a system of classroom observations that would yield building specific data on math instruction. Principals were asked to indicate their interest in having Dr. Good collect such data in their building.

Somewhat later, all six principals indicated an interest in receiving this observation information. A random sampling of teachers in the upper elementary grades was slated for observation (in January) in both project and control schools.

January

January was seen as a period for pulling together a site specific portfolio of assessment data that would assist the buildings to finalize their site plans due at the central office on March 1. Five major activities took place in January:

(a) Three meetings of a subcommittee of the Steering Committee were held to plan and coordinate assessment data for presentation at the February retreat. The agenda was also finalized at this time. (See section on Retreat for details on data.)

(b) A workshop for ALT was held January 9. Here, Dr. Everson presented information on calculating engagement rates using data collected by the site team from the six schools. The teams were charged with completing a minimum of five observations each, calculating the engagement time, and returning the data on January 29.

(c) Six individual pre-retreat planning site visits with key central office staff and each principal and IA were held during the week of January 11, These meetings were to explain the kinds of data to be presented at the retreat, relate this data to the site plans, and charge the principal to select the six key teachers and parents he/she wished to invite to the retreat. Again, the intent was to paint "the big picture" of site leadership and to encourage the principals to think about their key personnel and how they might best utilize them in developing school improvement.

(d) During the week of January 17, Dr. Tom Good brought a team from Columbia to do classroom observations of math instruction in 33 randomly selected classrooms in the upper grades in nine schools (6 project and 3 randomly selected control schools).

(e) A four-hour meeting of the Steering Committee was held to walk through the tasks planned for the upcoming retreat (January 26). Mock data were analyzed. The intended outcome was examples of Goals/Objectives/Strategies/Activities that would be generated from analysis of these data that could be placed into site plans.

One interesting outcome of this process was that central office Steering Committee members discovered firsthand how difficult was the challenge to translate the effective schools literature

into action plans. Specific language was in short supply at the end of the meeting: time was clearly only one factor here in analyzing and organizing so much data...

February

Early February (3 - 6th) saw the staging of the three day retreat entitled "Implementing Excellence Through Effective Schools Practices." The six schools were to bring teams comprising principal, IA(s) and six persons, one of which was to be a parent from the School Advisory Committee (the group charged with developing the yearly site plan). The entire team would attend a session Friday evening (4:30 to 9:00) that included dinner, as well as a Saturday morning session (8:00 to 1:00) that culminated with a lunch. A reduced team, comprising principal, IA(s) and a teacher, would continue working through Saturday, spend the evening at the hotel, and work through until 3:30 on Sunday. Members if the Steering Committee conducted the Retreat. The Superintendent stayed throughout the Friday evening session, the Directors worked through Friday and Saturday, resource persons from UMKC attended all three days. All six schools brought complete teams. Principals reported no difficulties filling their positions: while no stipends were paid, it seems that the "reward" of three days of hotel treatment was sufficient to generate large numbers of volunteers!

The objectives of the Retreat were:

1. To review the goals of the Effective Schools Pilot Program
2. To examine school focused assessment information
3. To develop school and classroom improvement activities that are based on a perception of needs relative to effective schools research findings.
4. To discuss and plan integration of effective schools practices into school improvement plans.

The entire team worked on the first three objectives; the reduced team working on objective four. The focus for the three days was a portfolio of site specific data given to each participant. Included was the following information:

(a) School Improvement Survey (SIS) data. A 73-item questionnaire developed by McCREL and based on the elements of effective schools reported in the literature is scored into 15 components (see Tables II and III). These SIS components cut across the six project components, thus giving some information to the schools in the form of baseline data. The summary of school level perception of teachers, IA's and principal permits identification of perceived strengths and weaknesses. It provides a powerful tool for guiding school improvement efforts (Table II).[6] The summary information (Table III) allows comparisons between schools, both "experimental" and "control", and provides a basis for pre-post analysis.

(b) Iowa Tests of Basic Skills (ITBS) scores were presented both as the average growth by grade level for reading and math i.e., average Spring to Spring growth for the same student, and three years of grade equivalent scores in reading and math, again by grade level. The charge here was to develop realistic achievement goals for the 1984-85 year site plan: schools were also asked to consider the quartile distribution of students and to think in terms of reducing the percentage of students in the bottom quartile.

(c) The results of districtwide surveys of students, teachers and parents were distributed as another source of information on which to base decision making. These are gathered each Spring and cover a range of topics at the district and building levels.

(d) Data from the IA logs were presented: all IA's including those in the project schools, completed a log for a complete week in December (they were asked to record their activity, location, whom they were working with, and interruptions for every fifteen minutes). Activities were coded under the instructional leadership components emphasized in the IA program i.e., Curriculum, Instruction, Collaboration, Facilitation, Assessment/Monitoring. Expectations, a component, could not be coded due to insufficient data. Two other categories, not program components, Management and Inservice, were added. (See Figure 3.)

The logs of five of six IA's in the project were provided. All schools received the Summary Profile as baseline. Teams were asked to review these data with a view to matching IA task and time to areas of greatest perceived need in the building.

(e) Individual school profiles of the status of curriculum alignment in reading were included in the portfolio: data were compiled from interviews conducted by reading specialists from UMKC. Information about reading group assignment practices, the spread of reading levels by class, estimated retention rates based on new promotion policy, the criteria for selecting "essential skills", and a summary of instructional steps in teaching reading et cetera, were provided. Teams were asked to review data in light of their knowledge of effective instructional practices.

(f) A listing of all curriculum alignment activities, together with examples of handouts, was compiled by the Instructional Assistants and included in the portfolio. While these materials differed widely by school, most included grade level meetings, item analysis of ITBS scores, retesting students using Houghton Mifflin Tests, discussions at grade level of sequencing of "essential skills" to be taught, and the development of some better means to monitor movement through the basal magazines.

(g) Site specific Academic Learning Time (ALT) data, gathered by pairs of teachers in each building, were included in the portfolio. While only giving a snapshot view of ALT, teams were asked to review these data using an 80% engagement rate as a target (several rooms had several students with rates of less than 40% over five observations), and to decide if this kind of information was useful to them for improving instruction. If the answer was "yes" to the second part of the charge, they were asked to think about how to write training/observation for ALT into their 1984-85 plan.

(h) An outline of the Teacher Expectations Student Achievement (TESA) program was included in the portfolio: although we had no data to share, training not beginning until the following week, we felt it important to include the substance of the program. Teams were asked to review this material, discuss it with members of the team who had attended the overview session, and decide if this was something that would benefit them: if the answer was "yes" they should think about how to write such activities into their 1984-85 plans.

The school Improvement Survey (SIS) data was explained at the outset of the Retreat. For the remainder of the Friday evening session, teams were asked to analyze their site SIS data and identify perceived strengths and weaknesses within each of the project components. The remaining data in the portfolio was introduced at the opening of the Saturday morning session. Subsequently the charge was to review the data and develop a priority listing of areas that should

be targeted for improvement in the 1984-85 site plan. The emphasis here was on what to do, rather than on how to do it.

For the remainder of the retreat, i.e., Saturday afternoon and evening, and Sunday through lunch, the reduced site teams comprising the principal, IA(s) and one teacher, worked to translate the outline developed by the full team into (a) specific goals/objectives/strategies/activities, (b) staff development plans, and (c) evaluation strategies that could be written into the 1984-85 site plans. Working with the central office project staff and resource people from UMKC, teams worked to include the best knowledge from research to address perceived areas needing improvement.

At the close of the Retreat, the site teams were given three specific charges. First, the results of this thinking and writing were to be carried back to their School Advisory Committee (SAC) for discussion/revision/approval.[7] In short, they had to complete the task of writing the school site plans.

A second charge to the school leadership team was to develop a schedule of inservice workshops for teachers and administrators for the entire second semester. The reason for asking each school to develop workshop schedules was to allow the Staff Development Office to schedule Teachers Pro Tem for each building for the purpose of releasing teachers for inservice activities. These inservice schedules were to be submitted by February 21st.

The third and final charge was to work with the Staff Development Office in coordinating the assignment of Teachers Pro Tem to each of the schools. By the end of February, inservice activities were being implemented in project schools with specific attention being given to completing school site plans (e.g., several schools used Pro Tems to release the site planning teams for the explicit purpose of completing the site plans).

Critical Events in the Development of the Project (July-February)

By synthesizing data gathered via structured and unstructured interviews, questionnaires, observational field notes, formal evaluation data, and document reviews we can begin to piece together the critical events in the evolution and initial implementation of this Effective Schools Pilot Project. While we want to emphasize that this synthesis reflects only Stage I of what is conceptualized as a multi-staged project, nevertheless nine "events" seem to be important at this time.

First, ample time was taken to plan (a) the conceptualization of the project, and (b) how best to introduce the project within the district (June-August). Various conceptions/definitions of an effective school existed between key central office staff and UMKC faculty previously heavily involved in working with the district. Divergent views also existed concerning the best way to implement an effective schools project (e.g., some advocated adopting Edmonds five components and "summoning" targeted schools into the project, a la Milwaukee, others urged volunteer conscription and the development of content through collaborative decision making, while still other thought the entire effort futile, since you couldn't "make a silk purse from a sow's ear"). The result of this divergence was the formulation of a strategy that saw the birth of (a) the district Steering Committee that would be the decision making body for the project and comprise key representatives from several units in the central office (e.g., Directors, Instruction, Staff Development, Evaluation, Planning and Chapter I), and (b) the Advisory Committee that would advise the Steering Committee and comprise representatives of several communities (e.g., scholars/researchers, practitioners, State agencies).

Thus, this ample planning time and committee structure maintained

open communication between several different groups, provided a common focus and language, and aided people with different responsibilities to understand both the literature on effective schools and the importance of each unit at the central office to the successful implementation of the project. Through this meeting structure and the practice of regularly updating the Superintendent on the progress of the project, all the key actors played a part in developing the shape of the intervention. It also provided a mechanism to assist these actors to "come to understand" how it was going to be presented to the buildings. We saw that it was important for the project to be presented in the same way and as the same thing by all those having contact with the project schools and/or the media (e.g., the Directors of Elementary Education should have the same understanding of the project as the evaluator or the project director).

Second, once the plan for introducing the project to schools had been conceived, ample time was taken to introduce it to schools (August - October). Because we did not see this project as a "top-down" or "lay-on" model, it was essential for the buildings, i.e., administrators and teachers, to have sufficient time to come to understand the project, come to terms with what it would mean for them personnally, and to vote on joining the project from an informed rather than uninformed position. In the face of considerable pressure from some members of the Steering and Advisory Committees to get into the schools as soon as they opened in the Fall, a two-step process was finally decided upon. Selected principals were invited to a meeting to explore their interest in doing the project. later the faculty of interested principals would vote on the school joining the project: our interest was in getting a committed administration and faculty rather than a faculty committed by the administration.

Inasmuch as the project is grounded on the notion of site ownership of the school improvement effort, we emphasized at this meeting with principals that this was not an "add-on" program, but rather an effort to assist them in implementing their site plans (which had been reviewed by the Steering Committee and formed the basis, in part, for their invitation). The connection between districtwide goals, their own site plans, and the project components was emphasized. In subsequent meetings we continually charged the administration to conceptualize how the project could assist them: involving them in the conceptualization of the project components and evaluation strategy helped convince the principals that this was not a central office project, but rather a collaborative project, involving the individual school with central office, and a pool of resource personnel.

It was during this period of sharing (between administrators and Steering Committee) about the effective schools concept and ways to implement it in schools, that the principals suggested holding off the involvement of faculty until October. This proved to be wise counsel. It not only permitted the teachers to get school started and to feel more comfortable about thinking and planning for improvement, but it also gave both the principals and project leadership more time to think about effective schools and to plan to create them in project schools.

Third, the half day meeting for all faculty in the project schools served to formally launch the project in the district (October 17). The formal presentation of the project goals, scope and content signaled to all in attendance that the project was a reality: this message was received by teachers, principals, Directors, Steering Committee members, and resource people from UMKC. The presence of the Superintendent further highlighted the importance of the project and the seriousness with which the district resources were

being allocated for a three to five year effort.

Until this point in time, principals had not been overly enthusiastic about the project. With no site activity this was a reasonable reaction. However, their lack of enthusiasm was also grounded in their general belief that this was just another "short term" project with very little likelihood of having much impact back at their school. By bringing all the faculties together, we wanted to build a project identity, a sense of shared ownership. The "up" tone of the several short presentations, combined with the opportunity for the schools to meet in separate faculties to discuss school improvement, succeeded in generating a "we can" optimism. Faculty left feeling that the session had been "worth attending... in contrast to what we usually do on teacher inservice days..." and that <u>this</u> project might make some difference.

Teachers were impressed by the fact that this was a district-directed project (as contrasted with many previous projects that were imposed as a part of some external interest) and that its major intent was to build on the needs of each building as expressed in the site plans. They found the idea of bringing to their schools resources that they saw as needed, a strong point of the project. We were convinced that the 17th proved to be a successful launch.

Fourth, building on the notion that the knowledge and enthusiasm of building leadership is a key to successful program implementation, the visit of Dr. John Ervin of the Danforth Foundation was a critical event (November 1).[8] Dr. Ervin was articulate and passionate when talking about the impact of the effective schools project in St. Louis. He presented a very strong case for expecting similar kinds of student achievement outcomes in Kansas City, Each project team, comprising principal, IA(s), and one teacher had the opportunity to ask questions of an individual knowledgeable about the problems inherent in mounting such a project. While not an urban school administrator, he is

both Black and extremely knowledgeable about the problems facing administrators in urban elementary schools. Neither of these two points went unnoticed by our site leadership.

This event helped the site leadership "see" (a) that a project involving effective schools components could make a difference with their clientele, and (b) that there was some good reason for managing the project in the way it had been explained to them. This is not to say that at this point in time the school leaders fully understood the content and process of the project, or that they were now ready to throw themselves body and soul into the implementation of the project. However, this meeting was important in helping the leadership "come to know about" the project content and process, and thus it assisted in making the next series of "events" that much more effective and meaningful.

Fifth, following quickly on the heels of the Ervin visit was a day-long workshop for principals and IA(s) (November 8). We wanted to capitalize on the enthusiasm generated by Ervin to move site leadership into translating the research into specific activities for their own buildings. The day moved quickly from a review presentation of the theoretical base of effective schools (e.g., using the ASCD video tape), to site generated data concerning the status of curriculum alignment in reading, to a "fish bowl" setting in which we attempted to reach some consensus about (a) the definition of an effective school, (b) the substance of the six components in our project, and (c) the content within the components required at each site. Key district and UMKC facilitators/resource people used an "empty chair" technique to make single comments. This "event" was critical because it raised so much frustration for site leadership. Accustomed to having projects prepackaged and "layed on", it was difficult for them to engage in developing and shaping this project: in part, of course this

difficulty was a direct function of their lack of real understanding of both the components and the proposed site specific delivery mode. The longer the resource people stayed out of the "bowl", i.e., did not resolve the differences of opinion within the "bowl", the higher the level of frustration.

This session was a good illustration of the difficulties encountered in moving from theory to practice in school improvement. Had the resource people "had the answer", i.e., known how best to do the project, then they could have stepped in and "shown the way".[9] But they did not. Thus, it was important (a) for the site leadership to individually internalize the data, and (b) understand that this was not a central office or university project, but rather the schools' project.[10] While we continued to emphasize that the project would build on and support the site planning cycle of each school, it was evident that frustration was high because the leadership could not see how this project was going to be translated into the site plans as they has been prepared up to this point. The meeting ended without any closure on this point. Each team was charged to think about this question for our next meeting.

As uneasy as we were about the outcome of such a stormy meeting (e.g., we fully expected one or more schools to withdraw from the project) two principals who had been the most vocally frustrated expressed their appreciation for the meeting. One said "... as much as I hated it, I'm glad we stayed with it... it's the first time in years I can remember principals talking about instruction at a meeting downtown." Clearly, out of adversity comes strength... arguing about the project helped the leadership teams of principals and IA(s) come closer together as a team. Moreover, the project was becoming a project, the personalities were beginning to emerge. The building leaders were learning to trust us when we said we were coming to them for ideas and counsel.

Sixth, the beginning of staff development activities, designed exclusively for faculties of project schools, further convinced people that prior promises about the type and level of support were real (November-February). In addition to the ongoing leadership development activities that cut across both the district and the project, six targeted activities were begun during this period.[11]

(a) reading specialists from the district and UMKC were placed on call for project schools. Several meetings were held at different sites to give assistance with things like reconstituting reading groups, aligning the Houghton Mifflin basal reader with CMLRP, and developing a monitoring system for reading progress.

(b) resource coordination was facilitated for these six schools. Some schools wanted help interpreting ITBS scores re. instruction, others requested assistance in testing students for reading placement. The project director served to facilitate all reasonable requests for assistance.

(c) tapes on effective schools were made available for staff development mounted by the buildings: materials and personnel were also made available.

(d) training in Academic Learning Time (ALT) was begun for faculty. Teams from each building received training in the observation and scoring of ALT.

(e) training in Teacher Expectations Student Achievement (TESA) was begun for faculty. Teams from each building received training in observing and scoring teacher-student interactions and expectations.

(f) math teachers were observed by a team directed by Tom Good and data were reported out. Later schools will be randomly selected to receive staff development aimed at improving the teaching of math.

This activity did two important things. Not only did it bring new skills to teachers, but it also served notice that the persons directing the project were serious in their intentions concerning school improvement through attention to the components of the effective schools project. Of course, it also (a) assisted in raising faculty morale because faculty now began to see themselves as a special group, and (b) assisted in raising the "currency" of

the principals who had originally "sold" the faculty on the project with promises of delivering cost-free staff development that would help the building be a better school.

Seventh, the six pre-retreat meetings held with the principal and IA(s) at each building were critical for the growing insight the leadership displayed about both the content and process of the project (January). It was at this point for several teams that the relationship between site generated data, site plans, and planned intervention became clear. As we talked through the kinds of data to be presented at the retreat (See section on Retreat, pages 26-29.) and emphasized that we wanted teams to walk away from the retreat with specific language to fit into their site plans, principals began to make connections between what had been developing over the last four months and what this project could offer them over the next three to five years.

What was gratifying vis-a-vis our conscious planning to assist the building leadership "come to understand" the content and process of school change, was that at these meetings principals began to verbalize how <u>they</u> were going to use the effective school components to improve their school: they were not waiting for "downtown" to tell them what to do. Most gratifying, perhaps, was the recognition by two principals that the process of school improvement must involve teachers: their style was authoritarian, yet they were acknowledging that faculty involvement in both the development and implementation of school improvement was essential.

How to find time to engage faculty in school improvement activities was the most frequently cited problem confronting the project. Principals had argued that the project would always be perceived as an "add on" if faculty were always asked to give their own time to staff development and planning. We

recognized this, but were powerless to offer any relief until we finally got the Pro-Tem program in place.[12]

The Pro-Tem program involves the hiring and training of a cadre of substitute teachers who work as a team and are therefore not in the usual substitute pool. They are guaranteed a minimum number of days employment in exchange for attending training focused on factors of effective classroom instruction. It was proposed that the Effective School Project schools have the first call on the Pro-Tems. The Pro-Tems would go to a school as a team and release some or all of the regular teachers for either staff development or planning activities. Continuity of instruction was safeguarded because the regular teacher and the Pro-Tem would plan and work together prior to the day or days when the regular teacher would be out of the classroom.

Announcing the availability of the Pro-Tems at the pre-retreat meeting helped trigger for the principals a way to translate what we had been talking about into action. We closed the meeting by asking principals to bring to the retreat a projection of how they would like to use the Pro-Tems for the remainder of the school year: we offered them up to ten days of released time.

Eighth, the Retreat was a critical event because it culminated the activities of the first four months of the project and gave the participants an extended period in which to focus on planning for the next eighteen months. Bringing together building leadership, teachers and parents to review the status of the school and plan for the future was a new experience for many: staging an extended retreat focused on school improvement was a first for the district. Participant comments about both the content and the setting for the Retreat were extremely positive. So positive were the responses, that all the project schools are now planning their own summer retreats.[13]

All participants demonstrated a high level of concern for school improvement and worked very hard on (a) understanding the range of data presented and (b) targeting areas for improvement. While the level of sophistication varied, no participant displayed disinterest or hostility. As the Retreat progressed, the group developed a "we" feeling: traditional status barriers of principal and teacher became meaningless as both became equals in interpreting the meaning of site generated data. Moreover, we began to see changes in the way central office staff related to building staff: most important, perhaps, was the (verbalized) developing trust that building staff had toward those directing the project.

The Retreat cemented an understanding between central office and building staff that this project was a three to five year commitment to school improvement. By bringing the leadership teams together, it also modeled our commitment to collaborative decision making based on school site data and the yearly site planning cycle. At the close of the Retreat, all teams had (a) an understanding of the project components, (b) a plan sketched out for using the components to address site specific needs, and (c) a charge to take the material developed at the retreat and use it to complete their site plans for the 1984-85 school year.

IV. Thinking About the Present: "What's Happening..."

In asking schools to submit schedules for staff development workshops for the second semester, we were interested in learning about the types of intervention activities leadership teams would plan for implementation after the Retreat. It was a way for us to assess how well sites had internalized information generated at the Retreat and what staff development mechanisms they thought would be most effective. We asked the project schools to prepare an agenda for each

of the workshop sessions they had planned and to evaluate those sessions based on the perceptions of teachers participating in workshops. There has been no on-site facilitation or coordination of these projected staff development activities by members of the Steering Committee. Support has been limited to responding to requests from individual schools to identify resource persons and materials that are needed in specific workshop programs. This "hands off" approach was planned: we wanted the buildings to come to terms with their own data/needs and to project the ways they were going to remediate perceived weaknesses.

Projected Staff Development Activities

Little information is available at the time of writing regarding specific implementation of workshop activities and the extent to which they have been successful in furthering the knowledge and skills of teachers. What is available, however, is a description of workshop activities in each of the schools as described on the schedules submitted in late February. (See Figure 4.) Four of the six schools submitted detailed inservice schedules, one school submitted dates with no topics, the remaining school submitted neither dates nor topics. All six schools have requested the placement of Pro-Tems to release teachers for inservice activities. All of the schools indicate in their workshop schedules an intent to follow up at the school sites with staff development related to effective schools practices as discussed at the Retreat. The topics of workshop activities range from workshops on curriculum alignment to specific activities that focus on examining test strategies for the district's standardized testing program.

Some Informal Assessment of Staff Development Activities

Although no formal assessment has been conducted in each school at this time regarding implementation, there are a number of informal indicators

about the nature of workshop activities during the past few weeks. First, the Coordinator of Elementary Planning has reported that she was invited to work with three of the six school faculties to assist in completing school site plans. The focus of these meetings was on integrating effective schools practices into the 1984-85 site plans. In her comments about the workshops in which she participated, teachers were described as highly enthusiastic about the opportunity to work during the school day knowing that their classrooms were covered by trained substitute teachers. In workshops teachers were engaged in discussing effective teaching ideas as well as curriculum alignment. A second source of informal reporting has come from one of the Directors of Elementary Operations. In visits to her schools that are participating in the Effective Schools Project, she has observed that principals and instructional assistants have discussed in some detail the content of workshops presented this Spring. The substance of those comments from these school persons reflects attention to practices and behaviors found in the effective schools activities. The Director has also commented that, in reviewing site plans for next year, she is finding both objective and strategy statements that are based on the findings from effective schools research, e.g., Madeline Hunter teaching practices, activities from the Teacher Expectations and Student Achievement (TESA) program, and grade level activities for curriculum alignment. She added that she has not found these concerns or strategies in the plans of non-project schools. Third, the first author was invited to address an entire school faculty (released by Pro-Tems) on the implications of the School Improvement Survey (SIS). Not only was the faculty attentive to the presentation and responsive to the suggestion that such data were helpful to site planning for school improvement (a first), but they asked a number of questions about the availability of the researcher to gather more data!! Faculty were demonstrating an understanding of the goals of the project

and were eager to improve their own performance in the classroom. One teacher said "... this is the first time in fifteen years in the district that I have seen the results of any survey that I have completed... had I known this was going to be useful, I would have taken more care in doing it. Will we get another chance?"

In talking with principals from each of the schools, each of us has been told that the initial workshops presented in their schools have been very well received by teachers: they playfully emphasize that the content of these workshops is related to the work we have been doing this year on effective schools. Most notably, they emphasize the contribution of extended suggestions and ideas made at the February Retreat in planning and organizing these staff development activities. We should mention that the staff development office has acted somewhat like an impresario in booking "acts" for the various school sessions: university personnel have played a key role in developing some of this staff development. Finally, we have received feedback on sessions from teachers in the Teacher Expectations and Student Achievement (TESA) program. The comments from persons attending these workshops indicate that teachers are excited about the implementation of classroom practices that contribute to their knowledge and skills in improving academic expectations of all students. Through this program teachers have developed observation skills and have practiced interaction activities with children in their classrooms. Teachers attending these sessions, many of them not attending the Retreat, are very enthusiastic about their involvement in the Effective Schools Project and have indicated in conversation that this has been the best form of inservice they have received in years. Specifically, teachers have volunteered comments such as "... very professional presentation...", "... thanks for combining sessions with a dinner ... nice to be treated as a person for a change...", "... super material... that man is great...", "... this stuff is going to make a difference in our school..."

The written formal, end of session, evaluations are equally strong in their praise of both the form and content of the sessions, as well as the perceived utility of the material for classroom improvements: teachers are excited that they are... "finally getting something that works..." We are planning to make a more systematic assessment of these site initiatied staff development activities when we work with the buildings to analyze the formal evaluation data: this we will do in May.

A Comment on the Activity of Project Staff

We planned a "hands off" policy immediately following the Retreat. Our thinking was that schools needed some breathing space to (a) reflect on the Retreat experience, (b) complete their 1984-85 site plans, and (c) both plan and conduct site initiated staff development. While we were not sure about what to expect during this period, we did expect that schools would differ in what they did and how they went about it. We were not disappointed!

While we are very sensitive to the issue of site ownership of project content and process, negotiating almost daily issues between sites, Directors and university personnel, we are now in the process of initiating three different activities. First, project staff will visit with each site leadership cadre to help specify both the content and strategies for implementing the proposed staff development activities. Our concern is that the sessions are well planned and that the connection to the project components is clearly articulated to faculty. Given that the information about these proposed events varies in detail from site to site, and the expertise to present the material also varies from site to site, we want to ensure that these sessions are both cost effective (Pro-Tems are releasing faculty for all daytime sessions) and productive. Moreover, we want to encourage the site leadership to project staff development needs through the Summer and into next Fall:

the organizing question becomes "How do these activities pre-stage staff development activities outlined in the site plans for 1984-85, and what do you want your faculty to know and be able to do by the end of the year?" These meetings should also help those two sites who provided little information about their second semester activities.

Second, we will focus the upcoming meetings of project principals and IA's on the implementation of staff development activities. Such sharing will ensure that every school knows what the other schools are doing. Talking through (a) the reasons for doing the activity, (b) the ways to do the activity, and (c) the evaluation of the activity should prove a useful source of information for the leadership cadres. It will also provide project staff with direct evidence of the degree to which the sites are implementing their plans.

Third, we are going to convene debriefing meetings with teachers and the Pro-Tems who teach their classes. Our intent here is to examine the effects on the classroom (e.g., instruction and management) of the Pro-Tems. Conversations with principals, teachers and Pro-Tems have indicated that things are going well, even in those situations where an entire staff is out of the building for an extended period. We would like (a) the teachers and Pro-Tems to talk about their arrangement while at the same time (b) gather some perception data across the six schools. Our intent, of course, is to systematically gather observational data at both the building and classroom levels throughout the next academic year.

V. Some Reflections on the Project and What We've Learned

What we have tried to do in this paper is describe the initial conceptualization and subsequent development of the Effective Schools Pilot Project (ESPP) in the Kansas City Public Schools. This is only a preliminary analysis,

since the project is less than a year old. We anticipate increasing our data gathering in the future to answer the question "What happened in these six schools that had an impact in improving the school and raising student achievement?"

We make no claim that this is the way to mount interventions for school improvement. Our intent has not been to compare strategies and make generalizations. Our experience suggests that there is no one best strategy: the specific context of the school dictates, to a large extent, both what needs to be done and how it should be done. Rather, we offer an account of one way to mount an intervention for school improvement. Perhaps the major contribution of this study is that we have gathered extensive baseline data in our schools and have given serious attention to documenting what has happened, i.e., detailing the process, at each of the six sites. We hope others can gain some insight from our efforts.

We have learned much in the last few months about the realities of implementing a school improvement intervention using a strategy that is new to teachers and administrators. Emphasizing site planning and collaborative decision making has made new demands upon both school site and central office personnel. This is not to say that both site planning and collaborative decision making are new to the district. They are not: we are presently in the fourth year of writing school site plans. In this project, however, a wide(r) range of persons were continuously involved in conceptualizing and planning for the implementation of an entire school program. Moreover, in this project we involved school site teams working in collaboration with both central office personnel and consultants from outside the district to develop a plan that reflected the school improvement literature. Past practice has charged school site teams to plan independently and then have their plans critiqued by "downtown". The project has changed this

site-"downtown" relationship from quasi-adversarial to one of growing trust.

In the first months of this project we have confirmed a number of prior expectations. First, it takes time for people to "come to understanding" both the content and the process of an innovation. We recognized that change was a process, not an event, and that considerable effort would be required to help individuals personalize the meaning of change. Our experience with this project has indicated the need to constantly check for understanding with differing groups, and to attend to the personal concerns of all the actors involved in the project (e.g., teachers, both school and central office administrators, as well as parents, board members and non-district consultants). Second, we confirmed that site leaders differ in their interpretation of both the content and the process of the project. Initially this was true of the principal and the IA's across buildings (e.g., principals and IA's explaining the project differently to others), subsequently these differences were further compounded by the variation in understanding across the faculties. These differences have required differential attention from project staff throughout the period reported in this paper. Third, we also found that sites differed in the way in which the project was both presented and implemented. This seemed to be dependent in large part on the administrative style of the principal (e.g., while one principal involved few teachers in the initial planning process, another formed several committees to involve almost all the staff: the former principal had an authoritarian "take charge" style, while the latter was a firm believer in participatory decision making). Fourth, we confirmed that principals would vary in their ability to move from being a building administrator to facilitating an innovation. While some of our principals had previous experience in guiding the implementation of new programs, i.e., Teacher Corps and Chapter I Reading Specialists, the majority lacked such experience. Consequently,

we were confonted with accomodating a wide range of facilitative skills as the project developed (e.g., some principals had skills mobilizing teachers to think about the concept of curriculum alignment for reading instruction, while others chose to ignore teachers and issue a directive to align the curriculum by Christmas). Fifth, we were happy to discover that our initial "guiding principles" were sound. On a variety of occasions, project participants confirmed the importance of taking time to stage an intervention that was planned by the sites, directed by the district, based on both site generated (formative and summative) data and the literature on school improvement. Moreover, the interest of the Superintendent and the availability and enthusiasm of the project staff were cited as important factors distinguishing this project from others that had been attempted in the district. Sixth, and finally, we confirmed our belief that an intervention based on collaborative decision making and site ownership of both the project content and process (compared to an intervention that involved the site in utilizing a packaged program designed to be "teacher proof" and initially adopted by "downtown"), would be an effective strategy to bring about school improvement.

Some Factors Contributing to Success: "What Do You Think Of It So Far...?

While the "correct" (and shouted) audience response to the question "What do you think of it so far?" routinely posed by the British comedians Morecombe and Wise is "Rubbish", we think that this is an incorrect response when evaluating the Effective Schools Pilot Project. While we should emphasize (again) that it is too early to engage in evaluating the effectiveness of the project, nevertheless, there do seem to be several themes running through the events to date, that have contributed to making this intervention successful.

In a few months we have moved large numbers of people from relative ignorance to relative sophistication about the literature on school improvement

and program implementation. Thus, we might ask, "What is it about this project that has had this impact on individuals across the teaching, site leadership, and central office ranks?" In short, what is it about the project that has made it a success? As speculative as this analysis must be, six themes appear to contribute to this success.

A Transactional Process

This project is grounded in a theoretical position that views change as a process requiring initial attention to the individual rather than the content of the intervention. Thus, we planned for dealing with the personal and informational concerns of the various actors in the project. We expected these actors (a) to come to understand both the substance and the process of the project, (b) to work to internalize the meaning of the intervention, (c) to be able to articulate the intervention in their own way, and finally (d) to initiate action for change.[14] What was interesting as this process played itself out, at different rates for different actors, is that as groups met a transactional dynamic developed that resulted in some change in all the actors. By conceiving the project as the result of collaboration between site, central office and consultants, rather than the laying on of something pre-packaged, and scheduling sessions that became creative exchanges between the actors, we created a catalytic environment that left nobody untouched.

As we worked through defining the project and deciding on appropriate content based on the school improvement literature, all the actors modified their views about school change and each other. Principals, IA's, project staff, and (yes) university folk changed not only their positions on issues, but also the way they engaged each other in the project. The term Praxis, learning/growing through experience, seems appropriate here: these sessions became very dynamic

and creative exchanges. The project's embryonic characteristics disappeared with the emergence of these life sustaining practices. These sessions were very different in form from the usual experience of teachers, principals, and IA's when in contact with "downtown": the usual experience being sitting passively and waiting to be told what to do next, with little if any opportunity or encouragement for substantive interaction.

Breaking Traditional Barriers: Loosening and Tightening the Coupling

The history of past (failed) interventions in the district is replete with examples of attempts to tighten the coupling between school sites and "downtown" (Weick, 1976). A directive is issued (e.g., teachers district-wide will teach identified mathematics objectives in a prescribed sequence), there is little attempt to monitor "compliance", schools modify the directive to site needs, the impact of the intervention (seldom formally evaluated) is non-existent. This would seem to suggest that any attempt to tighten the coupling is a fruitless strategy. Our experience with this project would suggest that this is an erroneous conclusion.

This project breaks the mold. It tightens the coupling within schools and between project schools and "downtown" by (a) charging the site leadership to play a more active role in exerting instructional leadership, and (b) carefully monitoring the implementation and subsequent impact of the project components. However, it also loosens the coupling by giving the sites considerable autonomy to decide what they want to do and how they want to do it. Interestingly, it would seem that (to date) schools have recognized both the importance of being (relatively?) free from "downtown", and the need to tighten down their own behaviors in the sites, especially as they bear on student achievement (e.g., several sites have embraced the utility of computing Academic Learning Time (ALT) and

developing a peer assessment/feedback/coaching network to improve their effectiveness in the classroom).

A second element of the changing relationship between the organization units, is that this project has altered the traditional lines of interaction between people holding different line and staff positions. Bringing together school site planning teams to focus on research based school improvement has changed the way (a) principals and IA's work together to assess their building and plan for implementing the effective schools intervention, as well as (b) the way teachers and parents work with the principals and IA's to finalize the school site plans. An expanded knowledge base has increased the awareness of the complexity of school change, and there is a greater shared ownership and comraderie concerning problem solving. Similarly, the extended project meetings have altered the relationship between the sites, the Directors, the project staff and the consultants. As the collaborative nature of the enterprise became evident, interactional patterns changed, information was exchanged in <u>all</u> directions, and trust was built between sites and "downtown". As comment was solicited and ideas treated seriously, discussion became more focused and purposeful. Presently, there exists a healthy "up" feeling at the sites: they are anxious to begin next year and become better schools....

<u>Providing Time</u>

This project has recognized from the outset the need to provide ample opportunity for persons to learn about the project and plan for implementation. We saw (a) the "lay-on" approach to school change as doomed to failure, and (b) that "one-shot" staff development sessions that told people how to do things as ineffective. Thus, we planned to take time, two or three months, to introduce the project to the sites, and structured several different mechanisms for

assisting site personnel in gaining ownership of the project. We convened regular meetings with the site leaders, we visited individual sites, we released faculty for activities at their own sites by using the Pro-Tems. Throughout, we were interested in exchanging information and insight and giving the sites opportunities to meet by themselves. As project leaders, we left these encounters with new information to assist us in organizing subsequent activities that would continue to move the project forward.

The Retreat is a good illustration of the importance of using concentrated time wisely: by structuring the time use and the kinds of questions to be addressed, this event proved critical to the success of the project. Also, combining day (released time) meetings with after-school (dinner) meetings proved a productive strategy: faculty were pleased to be treated professionally (e.g., one complete school faculty released by Pro-Tems to work on a final draft of the site plan refused to break for lunch, preferring to send out for lunch so they could use the time more productively!) Without the availability of such time, used for planning, conducting staff development and assessment, we would predict that the project would not be this far along.

Emphasizing Reflection

The two broad charges to schools in the project were (a) come to understand the literature on school improvement, and (b) work to put the "best practice" from this literature into your building. A major mechanism for delivering on these charges was to invite schools to reflect on how this literature could help make their schools better. We didn't offer quick fixes or pre-packaged programs. Rather we engaged with the site personnel in thinking about activities/strategies for school improvement within each of the six project components.

As a result of this emphasis on thinking about the current status of the

school, we now have principals who not only are becoming very analytical about their buildings, but also much more deeply concerned about improving the classroom performance of teachers: in one case, a principal has moved from showing no interest in pedagogy, preferring to devote large blocks of time to community relations, to working with the IA to institute both TESA and ALT training. We have suggested that the site leaders involve their own faculties in this same reflective process: interestingly, all six schools are planning a Summer Retreat and have indicated they are going to follow the same agenda format as our February Project Retreat.

This reflective process has had the same kind of impact on all the other actors in this project. Engaging central office staff in both planning and substantive sessions has proved a unique opportunity for everyone to wrestle with the meaning of this project for their own behavior. Thus, we now have schools thinking about assessment questions as they plan their staff development, as well as Directors beginning to ask different kinds of questions of principals as they engage in their routine visitations. This kind of reflective and integrative thinking was not encouraged prior to the planning for this project. We now have some insight into how, when and for how long persons ideate about the content and context of site based school improvement.

Negotiating the Trade-Offs

By not imposing a pre-packaged program on the six project schools, a number of difficult decisions were made about both the content and process of the intervention. Initially these decisions were made by the Steering Committee. As schools joined the project, decisions were made by the Steering Committee working with the site leadership. Somewhat later, teachers were involved in making site-specific decisions. Throughout all of this decision making activity, an emphasis

has been placed on negotiating a solution. The project staff has attempted to model a leadership style we were encouraging the principals to adopt: we emphasized open communication, participation and collaborative decision making. To date, we seem to have been effective.

We have confronted issues about (a) territoriality and project ownership between the district and university, (b) how best to manage the project, (c) which instructional strategy, if any, we would endorse (we chose to endorse none), (d) the advisability of focusing on a reduced number of project components, or addressing all six, (e) what instrumentation to use for both formative and summative evaluation, and (f) the pros and cons of having a project director external to the district. We have maintained the project afloat by collaboratively discussing the trade-offs involved in making decisions about these and other issues. Such an openness in decision making had proved to be an asset to the project: it seems to be a departure from some previous practice in the district. Moreover, the trade-off of allowing sufficient time to mount this project, has been at the expense of embracing the district's perspective on innovations, i.e., "hurry up and look at the outcome..."

Maintaining a Data Driven Project

From the outset, this project has pushed all the actors to understand the literature on school effectiveness, and to relate this knowledge base to school improvement at the six project sites. Thus, we have seen teachers and administrators move from a general distrust of evaluation data (and researchers!) to a position of positively embracing such site specific data (and some researchers!) We have asked schools to justify their plans by evidence of need and to propose ways of assessing the effectiveness of any stated activity. As the project has developed, we have found teachers and administrators requesting that more information be provided for them to use in making decisions: in this respect, project

schools are very different from non-project schools. The same changes in attitudes toward site specific data collection can be found among other central office personnel working on the project.

A second outcome of this emphasis on the collection of formative site data is the development of more refined ways to monitor student achievement. Several schools in the project have developed weekly checklists for reading placement, others are planning different teacher reporting schemes for all subjects. It is clear that this project is somewhat unique in generating such a strong data base. Developing such a comprehensive assessment/monitoring system that included both "experimental" and "control" schools will enable us to indicate, as the project develops, what happened at the different sites and what impact that activity had on school improvement.

FOOTNOTES

1. This lack of communication between university researchers and the district's Central Office has a long history. Fueled, not atypically, by the differing agendas held by university and district personnel, several research projects had been mounted in schools without the knowledge of "downtown". This history of poor coordination, to say nothing of the lack of collaborative intervention/research, caused some initial tension between the two groups as discussion got under way about this project. The basis for the tension was that university personnel considered themselves more knowledgeable about effective schools and acted in such a way to imply that any project mounted in the district must be by default both conceptualized and controlled by them. A subsequent decision by the Superintendent to appoint a project director from the district did nothing but aggravate the tension. This tension has continued throughout the life of the project: it has eased somewhat as the project has developed and university personnel have defined an appropriate role for themselves.

2. Six schools were selected as being manageable given the pilot nature of the project and the resources presently available.

3. Table I is a profile of the six schools finally joining the project. All the schools are K-6 except for School F, which is a K, 5 and 6 building. As explained later in the text, one K-6 school opted not to join the project, the K, 5 and 6 school being recommended by a Director.

   The schools differ somewhat by percent minority, longevity of the principal and percent obtaining free lunch. They are similar with respect to all other key factors including low achievement scores. These differences will be included in the subsequent analysis of both formative and summative data.

4. This effective schools project was developed as a priority of a new Superintendent. This period can be characterized as unstable for schools: several new activities/innovations were being introduced in schools and faculties were being asked (as usual) to "do more in the same time and with the same budget". The principal withdrew her school because she felt her faculty would be hard pressed to deliver/accomodate on three new "programs". First, Curriculum Alignment; the district was making the alignment of curriculum (in reading) a major priority for this year. Emphasis was on developing CRT tests and bringing objectives, teaching and testing into alignment. Schools were being charged to use the grade level meetings to evaluate their reading curriculum and instruction. Second, several schools were adding the Chicago Mastery Learning Reading Program (CMLRP) as a supplement to the district's Houghton Mifflin basal reading program. This would require faculty to engage in extensive inservice/observation/feedback. Third and finally, the district was initiating a new position of Instructional Assistant in <u>all</u> elementary schools with CMLRP. The intent here was to place an additional resource person in each building with the responsibility of improving classroom instruction. Relieved of management responsibilities, this person was free to devote time facilitating better teaching: this would suggest spending time in classrooms observing, modeling and providing feedback.

Thus, while some schools saw these changes as presenting an opportunity for them to gain additional support (by joining the effective schools project) one school decided enough was enough, "... my teachers have all they can handle now without laying anything else on them ..."

5. It must be emphasized that similar differences in levels of understanding and prognosis existed within the Steering Committee membership. One important difference between members was the amount of reading and thought given to the complex issues bearing on defining and creating effective schools: while some had spent years thinking about and mounting school improvement efforts, others had done little more than recently discovering Edmonds and viewing the ASCD tape. A second important difference was the competing range of intervention strategies championed by Committee members. Some favored letting the notions of shared ownership and collaborative decision-making play themselves out: letting school teams wrestle to define and shape this "monster", the effective schools project. Others wanted to "lay on" a concisely defined model, including precise activities such as direct teaching, no Chapter I pull-outs, reduced numbers of reading groups and accelerated pacing for low achievers. The result of such differing views and levels of expertise was mixed messages to school site teams: the responses they got to some questions about content and process varied dependent upon who they asked. Such a situation did not lend itself either to the immediate resolution of the identity of the project, or to having an easy meeting to facilitate!

   These differences within the Steering Committee membership required constant attention as the project developed. The problem of differing levels of knowledge and understanding dissipated somewhat naturally with the passing of time and the multiplicity of opportunities to meet and share insights. The problem of varying views about project content and process has never been managed satisfactorily. This is in part exacerbated by the differing views and expectations of university and district personnel alluded to in Note 1.

6. Table II shows the SIS data for one project school. The "Average Score" points on the table represent questionnaire responses of Never (0), Sometimes (1), Usually (2) and Always (3), while the values on the baseline (1-E) are the different components of the survey. Four groups are displayed;teachers, Instructional Assistants and principal in the school, as well as all teachers in the project. Teams were charged with (a) examining the differences between perceived strengths and weaknesses for each group (e.g., examine "peaks" and "valleys"), (b) examine the differences in perception between different groups in the building, and (c) examine the perceived differences between teachers in their school as contrasted with all project teachers.

   We emphasized that these were perceptual data and that they may not necessarily reflect what is actually happening in the buildings. While suggesting caution, we encouraged the site teachers to look at the SIS data as one source of information about their schools. We plan to engage in extensive observation in schools during the 1984-85 school year.

7. As teams worked on developing the language for their site plans, it became apparent that the task of completing these plans would be greater than originally projected. Following some discussion of strategies to relieve this burden, the project director agreed to carry a request to the Superintendent for a two-week extension to the submission date. On the following Tuesday permission was granted: project teams would now submit their 1984-85 site plans on March 15.

8. John Ervin's visit also had an impact on Steering Committee members and other district personnel attending the meeting. Not only were they brought up to date on our own conceptualizations and actions, but they heard Ervin comment that we seemed to be doing it right. His comments about the impact on students in the St. Louis project (SHAL) did not fall on deaf ears: several district personnel commended the project staff after the meeting. One said, "... an effective schools project is just what we need to show the press that we can do some things well..." (this comment is a reaction to a recently completed newspaper series that did the usual "number" on the current status of an urban school district). Thus, gaining visibility within the district and receiving an endorsement from a prominent figure outside the district not only served to give viability to the project, but also some reinforcement to those associated with it.

9. The "Fish Bowl" activities were designed to force the site leadership into discussing the meaning of the project elements and how they related specifically to their own schools. The site leadership, however, was reluctant to engage in such an activity because (a) they were convinced that we had the answers to the questions we had posed for them, and (b) they thought that we were playing games with them by withholding the answers. They just were not ready to believe we were serious about developing a process of collaborative decision making. Their previous experience had been that of implementing interventions previously adopted by "downtown": they did not know how to act now that we were charging them to help us both design and implement the intervention. It was evident we would need more time to develop trust and a cooperative decision making model.

10. We realized that there was a risk in asking the six sites to join in collaboratively planning both the content and process of the project: we did not talk about a veto option for "downtown". Thus, the sites could, in theory, define the project components any way they wished, and implement any intervention that they wished. We considered this risk justifiable, given the potential pay-off for a cooperative working relationship. Our approach was (a) to emphasize the research on school improvement, (b) assisting the schools analyze needs assessment data and developing interventions based on these needs. We were confident that our six components represented where the major effort was needed and that working with the sites to interpret site specific data would generate interventions that were consistent with the literature on school improvement.

11. During the 1983-84 school year the district initiated a leadership development thrust that was coordinated by the Staff Development office. Instructional Assistants and Principals were targeted: the content of the staff development provided, drawn from the literature on effective instructional leadership, was conceptualized under six headings: curriculum, instruction, collaboration, facilitation, assessment/monitoring, and expectations. Site leaders have been exposed to material in each of these components: data have been collected to assess how useful the information is perceived and how well the Instructional Assistants are functioning in their buildings. Three kinds of delivery modes are in use. First, monthly meetings (three hours) bringing together all IA's and principals for formal inservice activities (e.g., curriculum alignment, team building/facilitation skills). Second, the IA's meet each month in small cluster groups to interact: these meetings are facilitated by staff development personnel. Third, voluntary sessions on topical/interest issues are arranged as needed (e.g., workshops on the new Houghton Mifflin reading series, the new writing program, discipline).

    This training encompasses all the IA's in the elementary buildings. This program is in addition to any staff development conducted for persons in the Effective Schools Project.

12. The Pro-Tem concept had always been a central idea for successfully implementing the project. Unfortunately, several factors involving the shifting of teaching personnel within the district held up the recruiting effort until December. First, the district created two new positions for the 1983-84 year. Both the Instructional Assistant (IA) position and the Chapter I reorganization (PAR and MAR rooms) caused an unusually heavy demand for additional full time classroom teachers. Second, recruiting replacements for these newly vacated full time classroom positions greatly reduced the regular substitute pool. Third, the subsequent expansion of the IA position at the semester break (doubling their number) drew more teachers from the classroom, thus even further reducing the size of the substitute pool. Consequently, it was not until February that a sufficient number of high quality substitute teachers could be recruited and trained for the Pro-Tem cadre and made available for project schools.

13. The evaluations of the 40 participants in Part I and of the 18 participants in Part II of the Retreat were very supportive. Mean responses to seven questions about the Retreat (scored on a scale of 1-5) are shown below:

	Part I (N=40) $\bar{x}$	Part II (N=18) $\bar{x}$
1. The presentation was well organized.	4.35	4.61
2. The presentation covered its objectives adequately.	4.45	4.50
3. The workshop materials were relevant to my teaching.	4.38	4.67
4. Persons attending the workshop had an opportunity to participate.	4.65	4.82
5. What is the potential for the "direct use" of the session's content?	4.42	4.53
6. Overall, the presenters are effective workshop leaders.	4.35	4.67
7. Overall, I would rate the Retreat...	4.53	4.72

Typical responses of participants attending Part I to the question "What were the most valuable things you gained from this Retreat?" were:

1. A positive attitude even though we discussed negative things.
2. Discussion of weaknesses and SOLUTIONS!!
3. We had a chance to exchange ideas. Each individual in the group had a chance to express their ideas.
4. Teachers shared common concerns about effective schools.
5. A sense of unity in planning for our school to be more effective.
6. Working, thinking, and planning together.
7. Impressed upon each individual their responsibility for improving instruction and student learning.
8. We need more time as a group like this setting to get together with teachers to discuss our needs and air out our problems.
9. I felt I made some real contributions to our school's welfare.
10. Information on components of effective schools and how we need to apply these to our plans.

Typical responses of team members attending Part II to the question "What were the most valuable things you gained from this Retreat?" were:

1. Sensitivity
2. Knowing the project was actually working and not just something we heard about in the Fall.
3. Team effort
4. Information and how to utilize it in becoming the most effective teacher possible.
5. Workable strategies and meaningful, worthwhile information (usable).
6. Inter- and intra-school discussions
7. Ways to share or deliver this information to staff (models were good).
8. How to write and implement our school plan.
9. Teamwork and cooperation
10. Fellowship

14. It was the Retreat experience which provided leaders at the school sites with a setting in which to shape their articulation of the project. It was the period immediately following the Retreat, the time when 1984-85 site plans were finalized, when the leadership was forced to translate the ideation into an action agenda.

    By providing technical assistance to school site planning teams, the six schools in the project did a nice job (with interesting inter-school variations) in translating the substance of the project components into activities for the 1984-85 school site plans. These plans are replete with examples of TESA training, ALT observations, student progress charts for reading and math, forming grade level committees to work on curriculum alignment, et cetera.

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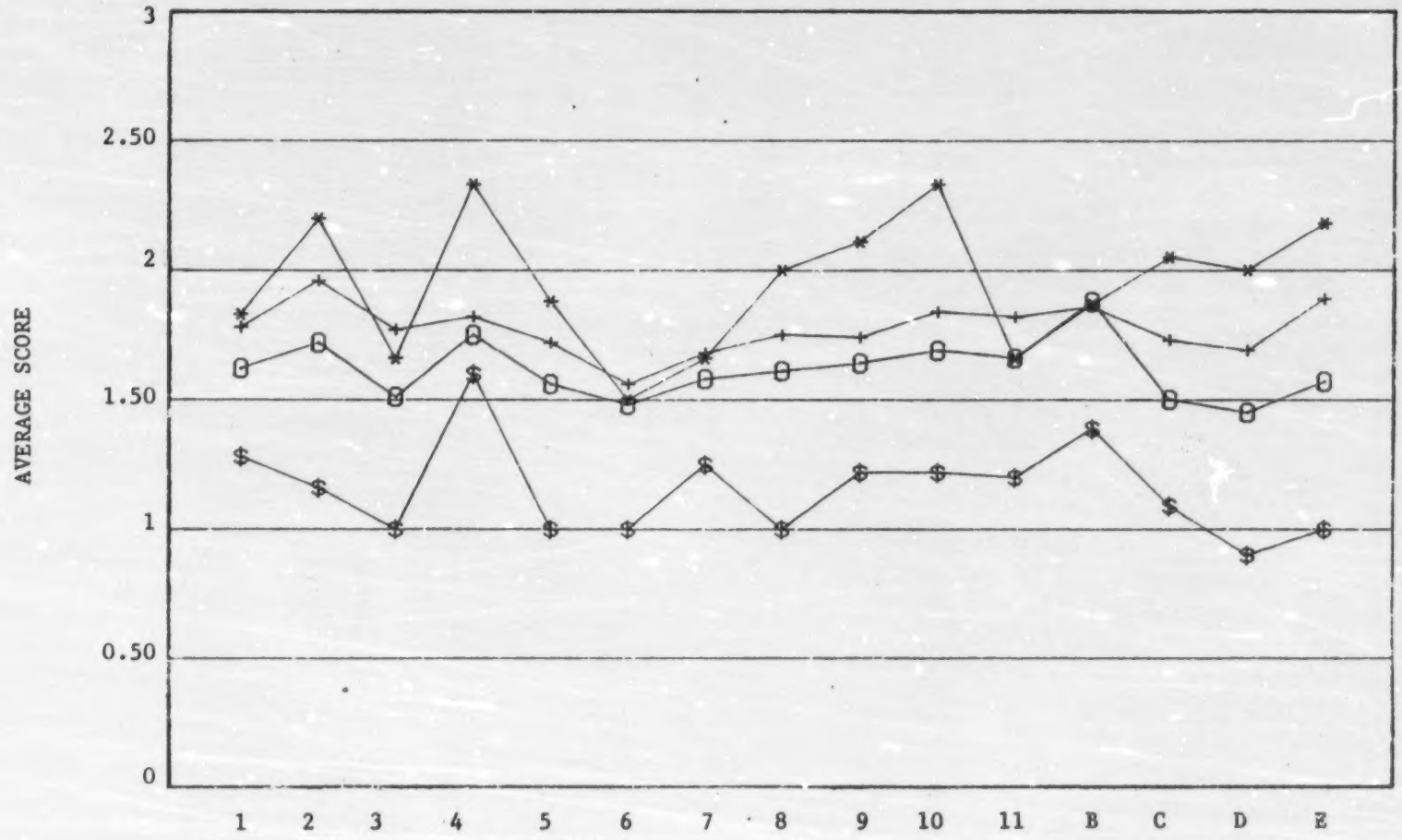
TABLE I
PROFILE OF PROJECT SCHOOLS

School	Type	Enrollment 1983-1984	Percent Minority 1983-84	Number Teachers 1983-84	% Minority Teachers 1983-84	Principal Yrs in Bldg 1983-84	IA's 1983-1984	Age of Bldg / Addition	Mean Achievement Scores Spring 1983 Rdg	Mean Achievement Scores Spring 1983 Math	% in bottom quartile Spring 1983 Rdg	% in bottom quartile Spring 1983 Math	Percent Free Lunch 1982-83	Average Attendance 1982-83	% Enrollment after Oct.1 1982	% belonging 165+ days 1982-83	Chapter I	PAR/MAR 1983-84	CMLRP 83-84
A	K-6	479	95.0	19.5	64.0	BM[a]	BF	1922	3. 3.0	3.4	47.1	44.6	57.9	94.6	22.0[b]	87.5[c]	Y	P2,4[d]	1st yr.[e]
						10th year	1st year	1930	4. 4.1	4.7	36.9	18.5							
									5. 5.2	5.7	34.8	16.9							
									6. 5.5	6.2	48.8	43.0							
B	K-6	459	98.5	18.0	64.0	BF	BF	1924	3. 3.1	3.3	42.6	47.5	57.9	94.4	18.0	86.9	Y	P2,4	2nd yr.
						4th year	1st year	1952	4. 3.9	4.4	46.8	31.7							
									5. 4.7	5.2	45.3	36.5							
									6. 4.9	5.7	66.3	53.1							
C	K-6	371	97.6	15.5	58.0	WM	BF	1911	3. 2.8	3.2	61.0	52.5	87.8	93.4	25.0	83.7	Y	P2,M4	1st yr.
						5th year	1st year	1921	4. 3.9	4.1	47.4	57.9							
									5. 4.6	5.1	50.0	41.2							
									6. 4.8	5.7	64.1	59.0							
D	K-6	338	97.0	17.0	53.0	BM	BF	1903	3. 3.1	3.5	39.0	26.8	56.6	95.2	19.0	79.2	Y		1st yr.
						4th year	1st year	1923	4. 4.0	4.2	44.7	46.8							
									5. 4.6	5.1	54.8	35.7							
									6. 5.5	6.0	53.2	44.7							
E	K-6	513	96.3	18.5	65.0	WF	BF WM	1904	3. 3.2	3.5	43.8	34.9	78.6	92.3	28.0	75.2	Y	P4	
						1st year	½ year	1923	4. 4.0	4.4	41.7	41.0							
									5. 4.7	5.1	53.5	43.0							
									6. 5.3	5.7	61.6	51.4							
F	K,5,6	700	56.4	35.0	74.0	BM	BF BF	1922	5. 5.0	5.3	43.3	35.0	57.9	90.5	19.0	86.8	Y	3M6	1st yr.
						2nd year	1st year	1935	6. 5.7	6.1	48.2	43.2							

a. BM=Black Male; BF=Black Female; WM=White Male; WF=White Female
b. New enrollees after October 1, 1982, divided by end-of-school total enrollment for the school.
c. Maximum days belonging=175. Student days absent not included.
d. Pilot Alternative Room (PAR) in grades 2 and 4, double staffed rooms for Chapter I eligible students.
Modified Alternative Room (MAR) in grades 4 and 6, double staffed for ½ day for Chapter I eligibles.
e. Chicago Mastery Learning Reading Program (CMLRP) used as supplement to Houghton Mifflin basal reader.

TABLE II
SCHOOL IMPROVEMENT SURVEY (SIS) _____ SCHOOL



1. Diagnosis
2. Prescribing Instruction
3. Expectations
4. Responsibility/Independent Learning
5. Interactive/Effective Teaching
6. Academic Time
7. Outcomes/Feedback/Assessment
8. Experiences/Success/Reward/Praise
9. Climate
10. Staff Cooperation/Collegiality
11. Parental Relations/Support
B. Teacher
C. Building Staff/Resources
D. Building/District Leadership
E. Principal

0 Teachers

$ Instructional Assistants

* Administrators

+ Effective Teachers

TABLE III

Summary of School Improvement Survey Data
for Experimental and Control Schools

SIS Components*	Schools						Effective Schools Project Teachers Total	Total Control Teachers	Effective Schools Project Principals Total
	A	B	C	D	E	F			
1	2.03	1.76	1.62	1.66	1.80	1.73	1.78	1.82	1.80
2.	2.37	1.79	1.72	2.00	2.03	1.84	1.96	2.04	2.20
3.	2.07	1.72	1.51	1.79	1.80	1.69	1.77	1.79	1.68
4.	2.23	1.71	1.75	1.75	1.70	1.74	1.82	1.91	2.05
5.	1.89	1.69	1.56	1.71	1.75	1.70	1.72	1.81	1.74
6.	1.80	1.44	1.43	1.54	1.59	1.48	1.56	1.70	1.51
7.	1.81	1.65	1.58	1.66	1.63	1.72	1.68	1.70	1.58
8.	2.04	1.74	1.61	1.62	1.77	1.70	1.75	1.86	1.83
9.	2.29	1.65	1.64	1.53	1.84	1.50	1.74	1.90	1.92
10.	2.26	1.62	1.69	1.76	1.87	1.75	1.84	1.93	2.00
11.	2.20	1.73	1.66	1.86	1.79	1.67	1.82	1.87	1.88
B.	2.02	1.83	1.88	1.93	1.87	1.70	1.86	1.95	1.73
C.	2.16	1.62	1.50	1.59	1.72	1.72	1.73	1.82	1.92
D.	2.07	1.55	1.45	1.60	1.77	1.69	1.69	1.72	1.87
E.	2.53	1.65	1.57	1.64	1.86	1.90	1.89	1.93	2.10

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*1 Diagnosis
7. Prescribing Instruction
3. Expectations
4. Responsibility/Independent Learning
5. Interactive/Effective Teaching
6. Academic Time
7. Outcomes/Feedback/Assessment
8. Experience/Success/Reward/Praise
9. Climate
10. Staff Cooperation/Collegiality
11. Parental Relations/Support
B. Teacher
C. Building Staff/Resources
D. Building/District Leadership
E. Principal

SCHOOL ORIENTATION
OCTOBER 17, 1983

AGENDA

8:00-8:30	Registration, Coffee, Greetings	Steering Committee
8:30-8:35	Welcome and Opening Remarks	John Minor
8:35-8:45	Program Overview- Major Components of the Program	David Wallace
8:45-8:55	Curriculum Alignment - Reading Program	David Wallace Bob Liebert
8:55-9:05	Effective Schools - Lessons Learned From Other Projects	Gene Eubanks Dan Levine
9:05-9:15	Project Evaluation	Bill Pink
9:15-9:20	Charge to Group - Faculty Meetings	Ruth Alderson
9:20-10:15	Faculty Meetings - Assess Status of C. A. Implementation and Clarification Questions About The Project	Steering Committee (meet in school groups)
10:15-10:45	Faculty From Each School Report Out	Con Miner Yvonne Wilson
10:45-11:00	Wrap-Up/ Next Steps	David Wallace

EFFECTIVE SCHOOLS PROJECT
Kansas City, Missouri School District

School improvement in recent years has focused extensively on research findings describing characteristics of "effective schools." Such research includes studies of classrooms, schools, and school change activities used by districts. Findings from this research have increased our understanding of effective leadership, teaching, school climate, expectations, motivation, classroom organization, and instructional management.

In the Kansas City, Missouri School District, collaborative planning activities involving district administrators, school personnel, researchers and trainers have resulted in the development of a general framework for a District effective schools program. Specific components of this pilot program are:

(1) curriculum alignment
(2) instruction
(3) leadership
(4) expectations

Attention will also be focused on school climate and parent involvement.

Implementation strategies to be used are based on change research findings regarding collaborative decision-making, team and group development, effective communication, and inservice training modes that provide for modeling, practice, feedback, and coaching.

The Project is a source of technical assistance to support leaders and staff in the implementation of individual school improvement plans.

EFFECTIVE SCHOOLS PROJECT

School Site Participation and Decision-Making

Improving instruction through staff development can be highly successful when principals, teachers and other personnel in schools participate in decisions regarding the design and implementation of "effective schools" projects. To ensure successful implementation of curriculum alignment and other components of the project, school staff need to understand and be committed to the change process. Three levels of change are listed below:

(a) Conceptualizing and Implementing the Project
    1. Meetings between Steering Committee and Principals for initial orientation and development of the project (See framework)
    2. Orientation meetings with teachers (by early October)
    3. Orientation for SAC's
    4. Staff development calendar
    5. Implementation of staff development activities
    6. Ongoing monitoring and evaluation

(b) Training and Practice in School Change Practices
    1. Understanding others' roles and positions
    2. Team building
    3. Effective listening
    4. Communication in meetings and groups
    5. Barriers to school change
    6. Conditions for creating change
    7. School-focused change strategies

(c) Inservice Training Activities Throughout the Year that Are Designed to Include:
    1. Theory/Telling/Understanding and Using Research Findings
    2. Demonstrations/Modeling
    3. Practice
    4. Feedback and Adaptation
    5. Coaching
    6. Periodic Review

SUMMARY - 5 Logs
Total Hours - 162.5

Figure 3

PRELIMINARY ANALYSIS OF IA LOG

Project Component	Time Engaged	Percent of Total Time
1. Curriculum	None	
2. Instruction	25 Hours	15%
3. Collaboration	26¼ Hours	16%
4. Facilitation	60-3/4 Hours	37%
5. Assessment/Monitoring	26½ Hours	16%
6. Management	12-3/4 Hours	8%

Code	Activity	Time Engaged	Percent of Time for Component
CURRICULUM:			
1	Learning about, reading about, attending workshops on curriculum	None	
INSTRUCTION:			
2	Modeling/Demonstrating	5-3/4 Hours	23%
3	Teaching Groups or classes	11¼ Hours	45%
4	Tutoring	3½ Hours	14%
5	Planning for Instruction (self)	4½ Hours	18%
COLLABORATION:			
6	Planning with principals for instruction	8¼ Hours	31%
7	Planning with principals for management	2½ Hours	9%
8	Planning with teacher for instruction	12¼ Hours	47%
9	Planning with SAC's etc.	3¼ Hours	12%
FACILITATION:			
18	Getting books/materials	39 Hours	64%
19	Planning for the day	2¼ Hours	4%
20	Planning for faculty meetings	2¼ Hours	4%
21	Presenting/running faculty meetings	10½ Hours	18%
22	Bulletin boards/beautification/school program	6-3/4 Hours	11%

Summary
Analysis of IA Log - Page 2

Code	Activity	Time Engaged	Percent of Time for Component
ASSESSMENT/MONITORING:			
23	Planning/preparation for testing	7½ Hours	27%
24	Testing Students - mastery/placement	14 Hours	53%
25	Interpreting test data (for self/others)	2½ Hours	9%
26	Observing teachers teach	3 Hours	11%
MANAGEMENT:			
10	Sub for principals	3½ Hours	25%
11	Lunch Duty	--	--
12	Hall Duty	1 Hour	8%
13	Bus Duty	--	--
14	Discipline	½ Hour	4%
15	Parent Conference, planning,conducting	½ Hour	4%
16	Deliveries/Errand	3½ Hours	25%
17	Other	4½ Hours	33%
INSERVICE:			
27	Inservice for IA's (7% of total time per week)	11½ Hours	100%

Figure 4

STAFF DEVELOPMENT WORK SCHEDULES: SECOND SEMESTER

School	Staff Development	Date	Time
A	Houghton Mifflin Reading	3/7	8:30 - 11:30
	Student-Team Learning	3/13	8:30 - 3:30
	Curriculum Alignment	4/11	8:30 - 11:30
B	School-Site Planning	3/1	8:30 - 3:00
	Effective Teaching Stragegies/ Lesson Designs	3/7	8:00 - 11:00 K-3 12:00 - 3:00 4-6
	Curriculum Alignment	3/14	8:30 - 11:00 K-3 8:30 - 11:00 4-6
	Problem Solving	4/6	8:00 - 12:00
	Curriculum Alignment	4/10	8:00 - 11:00 K-3 12:00 - 3:00 4-6
C	No schedule submitted		
D	Seminar Economics	3/2	All day
	Teacher Planning Session	3/8	A.M. - K-2 P.M. - 3-6
	Teacher Planning Session SPED	3/12	Half-day
	Student Team Learning (STL)	4/12	Half-day
	Academic Learning Time (ALT)	4/19	T.B.D.
	Building Profile - School Handbook	(5/3, (10, 17	Half-day each
E	No topics submitted	3/9	All day
		3/20	All day
		4/10	All day
		4/24	All day
		5/2	All day
		5/8	All day
		5/15	All day
F	Individual Record Organization and Identification	2/29	5th grades 1-3:30
	Individual Record Organization and Identification	3/6	6th grades 1-3:30
	Individual Student Profile Recognition of Needs	3/14	5th grades 1-3:30
	Individual Student Profile Recognition of Needs Practice Test Strategies-ITBS	3/21	6th grades 1-3:30
	Practice Test Strategies---ITBS	3/28	5th grades 1-3:30
	Practice Test Strategies---ITBS	4/4	6th grades 1-3:30
	Practice Recognition of Test Areas	4/11	5th grades 1-3:30
	Assertive Discipline Strategies	4/18	6th grades 1-3:30
	Assertive Discipline Strategies	4/25	5th grades 1-3:30
	Parent Involvement Strategies	5/2	6th grades 1-3:30
	Parent Involvement Strategies	5/9	5th grades 1-3:30
	Placement Record Organization 84/85	5/16	6th grades 1-3:30
	1984-85 Placement Record Organi-zation	5/23	5th grades 1-3:30
	1984-85 Placement Record Organi-zation	5/30	6th grades 1-3:30

RESOURCES CURRENTLY AVAILABLE TO THE EFFECTIVE SCHOOLS PROJECT

1. Teacher Pro-Tem: A cadre of substitute teachers will be trained to work in schools while regular classroom teachers are released for staff development.

2. Steering Committee/Advisory Committee: Persons serving on the Steering Committee and Advisory Committee have agreed to contribute time and, in some cases, technical assistance to work with the project; e.g.,

   Tom Good - University of Missouri - Columbia
   Dan Levine - University of Missouri - Kansas City
   Gene Eubanks - University of Missouri - Kansas City
   Joan Solomon - Missouri State Department of Education

3. Coordination and Evaluation: The District is supporting persons to coordinate and evaluate the project. Specifically, David Wallace has been assigned to coordinate the project and Bill Pink will be the principal evaluator.

4. Expectations Training: The Midwest Center for Desegregation has agreed to provide training for five persons in Project Schools in Teacher Expectations Student Achievement (TESA).

5. Mid-Continent Regional Education Laboratory: McREL has agreed to assist in assessment of effective school characteristics. We shall use their School Improvement Survey (SIS) to measure principal, instructional assistant and teacher perceptions about each school. In addition, the Lab will provide training in computing Academic Learning Time (ALT) for interested schools.

6. Resource persons from other cities that have implemented effective schools projects will be invited to work with participants in the project (e.g., Project RISE in Milwaukee and Project SHAL in St. Louis).

7. Travel: We hope some persons will be able to visit other communities to observe, first hand, implementation of effective schools activities.

8. Other District Resources: The Project will use other resources and personnel from the District when appropriate and needed (e.g., persons trained in effective teaching strategies based on the Madeline Hunter model, Planning Office staff to assist in completing site plans for 1984-85).